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HISTORICAL
EDUCATIONAL PAPERS
AND
DOCUMENTS
OF
ONTARIO

1858-1876



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Historical and Other Papers and Documents

ILLUSTRATIVE OF THE

Educational System of Ontario, 1858-1876,

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

BY

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HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

VOLUME IV.

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PREFATORY NOTE.

This is one of the most important volumes of this Series of Historical Papers and Documents illustrative of the Educational System of Upper Canada and Ontario, if the number of Papers and Documents included in it might be taken as an example, as it contains three hundred and forty of these Papers and Documents.

It contains also a number of Drafts of School Bills for the improvement of the Public and Grammar Schools of Ontario,—some of which were passed by the Legislature, and some of which were withdrawn, as it was not considered expedient to pass Government measures, relating to Education, by a bare majority,—the object being to get as unanimous an expression of opinion as possible on such measures by the Legislature. I had, as a precaution, submitted each of the measures presented to the Legislature to a free discussion and vote at the various County Conventions that I had held, so as to be sure that it was acceptable to the majority of those who attended these conventions.

In this Volume will be found a final settlement of the troublesome Separate School question, as it was finally incorporated in the Confederation Act of 1865, after a good deal of discussion.

Military Drill was established in the High and Public Schools as part of their procedure and equipment.

The Educational Depository Question occupied a good deal of attention and was finally settled by its entire management being subjected to a most searching inquiry by Mr. James Brown, a skilful accountant, being appointed to investigate its affairs and management.

The account of Lord and Lady Dufferin's farewell visit to the several Educational Institutions will be read with a good deal of interest, as also will that of the extended visit to the various educating Countries of Europe of the Chief Superintendent of Education in 1866.

A good deal was done with a view to the Suppression of Truancy and Juvenile Crime; and Industrial Schools were established in the Cities and Towns of the Province with that view.

Full details are given of our very successful exhibit of Canadian School Material and operations at the Centennial Exhibition at Philadelphia in 1876.

The details are given of the threatened crisis in the Education Department, by which, owing to the arbitrary proceedings of the Provincial Treasurer in 1869, Doctor Ryerson was determined to resign his office. This crisis was prevented, through the unceasing efforts of his Assistant to prevent it, by the Doctor finally withdrawing his letters which were objected to by the Government.

The extent and variety of papers and documents with which this volume is filled will be found to be both interesting and useful in the future.

J. GEORGE HODGINS,
Historiographer.

TORONTO, 22nd November, 1911.

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Historical and Other Papers and Documents

ILLUSTRATIVE OF THE EDUCATIONAL SYSTEM OF ONTARIO.

THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

CIRCULAR TO HEADS OF MUNICIPAL COUNCILS IN CITIES AND COUNTIES IN UPPER CANADA.

As the Model Grammar School for Upper Canada is a Provincial, and not a local, Institution, the Council of Public Instruction have resolved to apportion the Pupils to be admitted to each County and City in Upper Canada.

If the County Council should think proper to select by examination three of the most meritorious Pupils within its jurisdiction, and assist them by Scholarships, or Bursaries, to attend the Model Grammar School, the preference will be given to them over all other applications from the same County.

TORONTO, 8th June, 1858.

EGERTON RYERSON.

OBJECT OF THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

The object of the Model Grammar School is to exemplify the best methods of teaching the branches required by law to be taught in the Grammar Schools,—especially the elementary Classics and Mathematics,—as a Model for the Grammar Schools of the Country, and, as is the Provincial Model Schools, a pattern for the Common Schools. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a Normal Classical School to Candidates for Masterships and Teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost care has been taken to select duly qualified and able Masters. The Pupils will board in private Houses sanctioned by the Council, at prices agreed upon by the Parents of the pupils and the Keepers of the Houses. A Pupil will be allowed to board in any private Family at the request of his Parents.

The Subjects of Instruction shall be the same as those appointed for the County Grammar Schools.

No pupils will be admitted to the Model Grammar School who do not propose taking up the entire prescribed Course of Instruction.

That the Scholastic Terms shall be the same as those appointed for the County Grammar Schools. The Fee for admission shall be Ten Dollars per Term, payable in advance.

The regular Curriculum of five years embraces an extended course of instruction in Latin, Greek, Mathematics, French, German, English Grammar, Literature and Composition, History and Geography, both Ancient and Modern, Logic, Rhetoric and Mental Science, Natural History and Physical Science, Evidences of Revealed Religion, the usual Commercial Branches, Drawing, Music, Gymnastic and Drill Exercises; the more advanced Students will also attend Lectures in the various departments of Literature, Science and Art.

SPECIAL REPORT ON THE SUPPLY TO THE SCHOOLS OF MAPS, APPARATUS AND LIBRARY BOOKS.

In his Letter to the Provincial Secretary, transmitting this Special Report, to be laid before the Legislature, the Chief Superintendent of Education, said: "From the following Report, it will be seen what I have done in regard to providing Public Schools and Municipalities with Maps, Apparatus and Libraries has been done, after the most careful inquiry and consideration, and in accordance with the best example and highest authority both in England and in the neighboring States."

PART II. OF THE CHIEF SUPERINTENDENT'S SPECIAL REPORT OF 1858.

MEASURES ADOPTED TO INTRODUCE INTO THE PUBLIC SCHOOLS OF UPPER CANADA UNIFORMITY
OF TEXT-BOOKS, AND TO SUPPLY THE SCHOOLS WITH THE SAME, ALSO WITH MAPS,
APPARATUS AND LIBRARIES.

On account of the public statements and appeals which have been made on the subject of supplying the Public Schools with Text-Books, Globes, Maps and Apparatus, and the School Sections and Municipalities with Libraries, I think it proper to lay before the Members of the Government and Legislature a statement of the measures which have been adopted to accomplish these objects; and first in reference to introducing proper Text-Books, Maps, etc., into the Schools.

Next to providing a School with a good Teacher, it is necessary to provide the Teacher and pupils with the proper tools in the shape of Books, Maps and Apparatus for their work. Therefore, in my "*Report on a System of Public Elementary Instruction for Upper Canada*," submitted to Government and Parliament in 1846, I discussed and recommended the introduction of a uniform series of Text-Books into the Schools, in immediate connection with the establishment of a Normal School for the training of Teachers. I commenced by observing:

"The variety of Text-Books in the Schools, and the objectionable character of many of them, is a subject of serious and general complaint. All classification of pupils is thereby prevented, the exertions of the best Teachers are in a great measure paralyzed, the time of the scholars is almost wasted, and improper sentiments are often inculcated. This is a subject of loud complaint in the neighbouring States."

I then quoted authorities to show the nature and extent of this evil in the United States, and remedies suggested, as also the measures which had been adopted in Prussia, France, Great Britain and Ireland, in order to provide for the introduction and use of a uniform system of Text-Books in the Public Schools, and concluded with the following remarks:

"The responsible, delicate and difficult task of selecting and recommending Books for Schools can, I think, be more judiciously and satisfactorily performed by a Provincial Board or Council than by any individual Superintendent. A mere recommendatory authority in such a body would, I am inclined to believe, be quite sufficient to secure the introduction and use of proper Books in the Schools."

A few weeks after presenting that Report I was directed by the Government to prepare a Draft of a Bill to give effect to the principles and recommendations embodied in it. The School Act of 1846 was the result, shortly followed by the issuing of a Commission appointing a Board, (since called Council), of Public Instruction, which took immediate steps to establish a Normal School, and recommend a series of Text-Books for the Schools. Shortly after its organization the Board addressed a Circular to the Municipal Councils of Districts, (now Counties), and Cities, soliciting their co-operation, by each Council aiding two young men to attend the Normal School, and by promoting the other objects of the School Act.

The Circular from which the above is extracted is dated "Toronto, August 4th, 1846," and signed by all the Members of the Board, as follows: "†Michael, Bishop of Toronto, Chairman; Egerton Ryerson, H. J. Grasett, S. B. Harrison, Joseph C. Morrison, Hugh Scobie, J. S. Howard."

The subsequent steps taken to introduce and provide proper Text-Books for the use of the Schools may be best stated in the words of the Special Report which I presented June 24th, 1847, for the information of His Excellency the Governor-General and of the Legislature, on the measures which had been adopted to establish the Normal School, and to carry into effect generally the Act of 1850.

In 1847 I presented to each County and City Council in Upper Canada a set of the Irish National School Books, which soon began, as they have since continued, to supersede all other Text-Books in the Schools. When in England in 1850, on the subject of Libraries, (to which I will refer hereafter), I found that Her Majesty's Government had adopted a system of supplying Schools in England and Scotland with Books, Maps and Apparatus, such as were unknown in Canada, and such as, if adopted here, might be made eminently advantageous to us.* I had interviews on the subject with the Marquis of Lansdowne, who was then Chairman of the Committee of the Privy Council on Education, and with Earl Grey, who was then principal Secretary of State for the Colonies. Their Lordships entered cordially into my views. I at length, (on the 3rd of December, 1850), through Earl Grey, submitted the subject to the consideration of the Lords of the Committee of Council on Education.

Earl Grey recommended the proposals of my Letter to the favourable consideration of the Committee of Council on Education, and soon afterwards enclosed to me a copy of their satisfactory reply.

The Publishers in England and Scotland all consented to the arrangements proposed, and I found them much more anxious to execute my orders *directly*, even for School Books, Maps and Apparatus, than through the Committee of Council, and their Agents. I then agreed with each English and Scotch publisher of the Books, Maps and Apparatus, sanctioned by the Committee of Council on Education, to supply the Education Department in Canada with his publications upon the same terms that he did the Education Department in England, and that directly, and as often as we might require them.

Then, to bring these publications and the facilities for procuring them under the notice of the Municipal and School authorities in each County in Upper Canada, a parcel was sent to each County Clerk, with an explanatory Circular.

The hope expressed in the Circular as to the Canadian manufacture of School Furniture was soon realized, as the School Houses in Hamilton, Toronto and many other places in almost every County of Upper Canada bear witness.

To the foregoing facts I will add the following extract from the Report of 1856 by the Commissioner of Public Schools in the State of Rhode Island, containing, as it does, statements of peculiar interest, and a testimony to our Canadian Library System of the deepest significance:

"Massachusetts, many years ago, gave to each of her three thousand School Sections a School Library worth Thirty dollars. New York distributed more than a Million of dollars, (\$1,000,000), for Libraries among her inhabitants. Ohio pays a tax of one mill on a dollar, raising thereby some Fifty thousand dollars, (\$50,000), annually, to give her children some good Books to read. Indiana has expended Two hundred thousand dollars, (\$200,000), for the same great object; and Canada West annually gives to each of its School Sections a sum equal to that which it will raise by tax on itself, for the great purpose of continuing the Library education of the children which the Common Schools begins."

*The Commissioners of National Education in Ireland also opened a Depository in Dublin in 1857, "for the sale of School Apparatus to the National Schools."

The State Commissioner then goes on to eulogize the Canadian System of Libraries as follows:—

"The plan of providing such School Section Libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is, in short, this:—The Parliament, by vote, appropriated a specific sum to purchase a suitable number of Books, Charts and articles of Apparatus for Schools and School Libraries. This sum was expended under the direction of the Chief Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School Section, or Municipality, wishes to form a Library, it may send to the Office of the Chief Superintendent a sum not less than Five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the Section as may, by a Committee or otherwise, have been selected from the printed Catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them—the Libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State, greatly to the profit of the whole community."

TORONTO, November, 1858.

EGERTON RYERSON.

SUPPLY OF LIBRARY BOOKS TO OTHER THAN OUR OWN SCHOOLS.

CHIEF SUPERINTENDENT OF SCHOOLS, NEW BRUNSWICK, TO THE DEPUTY SUPERINTENDENT OF EDUCATION, UPPER CANADA, ON SUPPLYING LIBRARY BOOKS TO NEW BRUNSWICK.

I took your Official Catalogue of Books for School Libraries and selected seven or eight hundred which are best adapted to our Schools in New Brunswick, and had such a Catalogue of them published. I begin to find that many of these Books cannot be procured by any of our Booksellers. It has, therefore, been suggested to me that I had better write to your Department, for the purpose of ascertaining whether you can supply us. There is now a Steamer regularly plying between Quebec and our Northern Ports, and Libraries for the latter could be obtained from your Department with but little expense.

I do not suppose that any Order which I shall send will be very large, only my desire is to offer every possible facility to Committees in this Province to establish Libraries. If you think that you will fill any of these Orders for me, at the price set forth in your Catalogue, please advise me. I can arrange with a Gentleman in Quebec to forward the Books from that City.

FREDERICKTON, March 31st, 1859.

HENRY FISHER.

REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT.

I have the honour to state, in reply to your Letter of the 31st ultimo, that I shall be happy to supply you with any Books, Maps, or School Apparatus which we have at the Official Catalogue prices, and forward them to you in such a way as you may desire. I shall always feel it a duty and a pleasure to do all in my power to promote the interests of education and knowledge in New Brunswick as well as in Upper Canada—the former the Birthplace of my sainted Mother, the latter the land of my own nativity.

TORONTO, April 13th, 1859.

EGERTON RYERSON.

SONS OF TEMPERANCE WISH TO BE SUPPLIED WITH LIBRARY BOOKS.

Please have the kindness to inform me if Books can be obtained for a Library in a Division of Sons of Temperance on the same conditions that they are supplied to Mechanics' Institutes and Schools. And, if so, can we be allowed to select them?

BOWMANVILLE, June 25th, 1859.

SAMUEL BURDEN.

REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

REGRETS THAT LIBRARY BOOKS CANNOT BE SUPPLIED TO THE SONS OF TEMPERANCE.

I have the honour to state, in reply to your Letter of the 25th ultimo, that I regret my inability to supply a Division of the Sons of Temperance with Books for a Library upon the same Terms as I have supplied Mechanics' Institutes. The ground of distribution is that I supply Books to all Institutions recognized by the Legislature as Public, by making grants to them, although I apportion One hundred per cent. upon the amount of purchases to the Public and Separate Schools and Municipalities alone.

Did I consult my own feelings, I would gladly furnish the Division of the Sons of Temperance with such Books as they might desire from the Official Catalogue (many Books of which have been selected with the view of promoting Temperance); but, should I do so, opposition would at once be raised that I was "interfering with private trade." Under present circumstances, and without permission from the Government, I should not feel myself authorized to gratify my own feelings by complying with your request.

TORONTO, July 26th, 1859.

EGEBTON RYERSON.

LIBRARIES FOR THE INSANE.

If the Insane, generally, were disposed to read, and their impaired faculties were adequate to the task, the establishment of Asylums for their safe keeping and treatment would be less imperatively called for.

A certain proportion of the improved Incurables, and many of the advanced Convalescents, are benefited by the perusal of suitable Books; but the most judicious discrimination is required in selecting for them those Books which are likely to interest and improve them.

A considerable proportion of the Books obtained from your Department have been well adapted to the purpose in view, and will serve as a valuable commencement on which to base future augmentations.

JOSEPH WORKMAN, M.D.

TORONTO, March 31st, 1859.

Medical Superintendent, Provincial Lunatic Asylum.

ORIGIN OF A LIBRARY SYSTEM IN THE STATE OF WISCONSIN.

1. I have sent to your address a copy of my School Report for 1858. . . . You will see that I have devoted a considerable space to the subject of School Libraries.

2. My Report was not presented to the House until three weeks before its adjournment, and yet, with faithful personal labour, I got through it a Township Library Law, permanently appropriating not less than Thirty-five thousand dollars, (\$35,000), annually, and gradually increasing it to not less than One million of dollars, (\$1,000,000), every Twenty-five years.

3. A Publisher in Philadelphia offers to republish in Book form that part of my Report on School Libraries. Mr. George B. Emerson, of Massachusetts, and others have advised it. Should you think it calculated to be useful, I should feel truly thankful for a few lines from you to that effect, for insertion in a revised edition of it. . . .

4. If you, or Mr. Hodgins, could furnish me with recent statistics in reference to your School Libraries, I should be sincerely thankful for them.

5. I wish, in my revised Book, to give a full notice of your Library System and Statistics. . . .

6. My kind remembrance to Mr. Hodgins, and with high regard and esteem,

MADISON, 30th of March, 1859.

LYMAN C. DRAPER.

NEW SCHOOL HOUSE IN DOCTOR RYERSON'S NATIVE COUNTY.

On Doctor Ryerson's visit to his native County of Norfolk, at the time of the erection of a New School House in the County Town, the Board of School Trustees presented him with the following Address:—

We avail ourselves of the opportunity afforded us by your visit to your native County of presenting you with this Address, as a mark of our esteem and regard for you personally, and of our high appreciation of those unceasing exertions which have secured to the inhabitants of this Province their present School System—a System which enables the poorest and most humble classes of the community to obtain for their Children a superior education, a boon which we regard as the greatest and most desirable which could be conferred upon a free and enlightened people; a System which not only confers everlasting honour upon the Country which adopts it, but which will also raise “this Canada of ours” to a proud position among the Nations of the earth, and which will surround with an imperishable fame the names of all those who assisted in its formation and establishment.

We rejoice, Reverend Sir, that your present visit to our Town gives you an opportunity of uniting with us in celebrating the completion and formal opening of this handsome Building, which the Rate-payers of Simcoe, with a praiseworthy liberality, have erected for school purposes—an Edifice which is a monument the more honourable to our School System, and to you, Reverend Sir, as one of its principal founders, which speaks a language more eloquent than thousands of such addresses in its behalf; for, by exercising the powers conferred upon us as School Trustees by the School Act, we have been enabled to erect this Edifice, and to proclaim, at its opening, that the education to be obtained within its walls is free in every department to all our inhabitants, be they rich or poor.

Your visit to this, your native County, will doubtless excite in your mind feelings both of joy and sadness. Of sadness, when memory pictures the many loved and familiar friends who have now passed away; of joy, when you interchange the warm grasp of love and friendship with the many who yet remain to you. And while we congratulate you upon your appearance among your old friends and acquaintances, we would earnestly entreat our common Father to pour out His richest blessings upon you and your zealous efforts to advance the educational interests of your Country.

To this Address Doctor Ryerson made the following Reply:—

I have no language to acknowledge, in appropriate terms, the Address which you have presented to me. I thank you for it with all my heart and soul. To receive such an Address in my Native County, and within some five miles of the place of my birth and youthful life, is as much above my merit as it was beyond my expectation, and is the highest earthly reward of years of toil and responsibility.

The most painful privation of my own early days was the want of proper educational helps. On my entrance into public life I found that privation to be the greatest evil of the Country at large, but that the adequate remedy for it could not be reached without the full attainment of intellectual and civil freedom. To that the unceasing

efforts of nearly twenty years of my life were directed. It then became appropriate that the noblest exercises of that freedom should be directed by our Country to the education of its own youthful population. This could only be done by making education *free*; or, in other words, by rendering the property of the Country responsible for the education of the Country. In some Countries in Europe, as also in some of the States of America, I found education free. In the former, it was the act of absolute despotism; in the latter, it was the act of a central Legislature. My plan was to make it the spontaneous act of the people in each Municipality—to uplift the Rate-payers of each Municipality to the noblest aspirations of a Nation's noblest vocation—not to the achievements of the sword, but to the infinitely higher achievements of educating each child in the land. My plan has been for the Government to compel, or command, in nothing, but to counsel and aid in everything; to make the free and independent Rate-payers in each Municipality both the judges and the workers in the grand policy of universal education. This accomplished, the seed of our Country's greatest strength, prosperity, and happiness are sown; the essential elements of her broadest and highest civilization are secured, whatever may become of the originators and Founders of her School System.

And, Gentlemen, I feel most thankful to you—and, I trust, truly grateful to Almighty God—that, in the metropolitan Town of my Native County, a nation's truest mission is heartily appreciated and practically illustrated in providing a tasteful and commodious School-house, with convenient Desks and Seats, and other corresponding helps and facilities of school instruction, for each child in the Municipality; and in offering not only a Free Common School education, but, what is as rare as it is patriotic, in offering a Free Grammar School Education to every youthful seeker of knowledge.

Since I entered this County a feeling of desolation has chilled my heart, in not being able to ascertain a single person, (except the respected Registrar of the County [Francis Walsh, Esq., formerly Member for the County]), who was in public life when I entered it; but the scene of this day assures me that, when the generation on the margin of which I am now standing shall have passed away, others will carry on vigorously and successfully the work which we have feebly but earnestly commenced, until our Country shall wave its banner of law and freedom from Lake Erie to the Pole, and from the Atlantic to the Pacific, and place within the reach of each child of its teeming population the priceless blessings of a sound education, based on Christian principles, and sanctified by thanksgiving and prayer to the Creator of the rich and the poor, the Author and Giver of every good and perfect gift.

A DINNER GIVEN THE REVEREND DOCTOR RYERSON, AT COBOURG.

Doctor Ryerson was entertained at a Dinner given him by the Teachers of the United Counties of Northumberland and Durham, at Cobourg, on the occasion of his Official Visit at the School Convention, on the 21st of February, 1860.

Sheriff Fortune occupied the Chair, and among the company were the Venerable Archdeacon Bethune, the Honourable Sidney Smith, the Mayor of Cobourg, ex-Sheriff Ruttan, and others. The Chairman proposed the health of their Guest, Reverend Doctor Ryerson. In the course of his speech, he made the following remarks:—

I thank you from the bottom of my heart for the generous and hearty manner in which you have received this Toast. Surely it is a matter of congratulation to me to see the day I now see—that I never expected to see—and the glowing feelings that animate our hearts at the glorious prospect of Education in the Country. The Meeting, composed as it is partly of Common School Teachers and of others who hold high positions in the Country, speaks loudly in regard to the influence of education in the

Country. We have cordially responded this evening to the usual Loyal Toast. I can well recollect the time when that Toast would not have been received with cordiality. But our prosperity has given birth to feelings of loyalty. It was apprehended that in proportion to the freedom we enjoyed might the bonds of connection between us and the Mother Country be weakened. But so far from this,—although all the self-government was given us that we could wish for,—we find that the very exercise of that freedom and self-government has called forth a cordiality and a depth of feeling and attachment that has made the name of Victoria an honoured word—a word of magic and power, in the hearts of the people. For proof of this need I point to the grateful offering of a Regiment of men, raised in a very short time, for the cause of England? The hearty answer made to the threatened invasion of England by the enrolment of 500,000 volunteers proves that there are yet true hearts and native energy in England.

He was deeply impressed with the great importance of the Teacher's work, its elevating—he had almost said its divine—nature, because it was that which operated on the immortal mind and divine heart of man. Such work needed long and careful training of the workmen, and there had been an immense improvement in this respect throughout the Province. Fifteen years ago, such an array of able and respectable Teachers as those present could not have been found in the Country. The people had learned that the best paid talent was the most economical, because it secures the greatest efficiency.

In reply to a Toast from Doctor Beatty (the Mayor), the Honourable Sidney Smith, in acknowledgment, bore ample and cheerful testimony to the ability, zeal, and patriotism displayed by the Chief Superintendent of Education, in the arduous duties of his office.

The toast to "The Trustees of the Grammar Schools and Common Schools," was most ably responded to by the Venerable the Archdeacon of York, who bestowed a graceful eulogy on the Chief Superintendent of Education, for the honesty of purpose and questionable ability which he had manifested in the discharge of the duties of his office.*—*Colonist and Cobourg Star*.

LETTERS IN REGARD TO THE PROCEEDINGS AT THE COUNTY SCHOOL CONVENTIONS.

NOTE.—During the Meetings of the County School Conventions, Doctor Ryerson wrote me several private Letters as to how he was succeeding at these Meetings. The two of them, which I insert, give the best general account of how the Meetings progressed.

The Meeting at St. Catharines yesterday was well attended by the Clergy and other Persons of consideration, and was interesting, though a considerable part of the Coloured People here have a School for themselves alone. Their School-house was the best furnished with Maps, and had the best Teacher in the Town.

The Meeting adopted a Resolution, (drawn up at my suggestion by the Reverend Mr. Dixon and the Reverend Mr. Phillips), in favour of making the Grammar School the School of the Town, etcetera; also another Resolution in favour of enabling Municipal Councils to deal, at their discretion, with the cases of children attending no School.

*During the recent Tour of the Chief Superintendent throughout Upper Canada, several very complimentary Addresses were presented to him by Municipal and other Bodies, especially in the Counties of Welland, Norfolk, (his native county), Northumberland and Hastings.

A similar Resolution was adopted at the Welland County Convention this afternoon, which was very largely attended by the Teachers, and by the children of four Schools, with flags. The Clergy also, and the Local Superintendents, and many Trustees were there.

A written County Address, adopted by the Meeting, was presented to me, to which I returned a written Answer. I then addressed both the children and the Assembly at large.

On Motion of the Reverend Mr. Bell the Meeting adopted a Resolution in favour of a general Free School Law for the whole Province, and then one in favour of enabling Municipal Councils to deal with cases of Vagrant Children, or Children not attending any School.

Several Teachers and others spoke at the Meetings, and there was a great deal of intellectual power and talent displayed by the speakers at the Meeting to-day. The general feeling is that the School Law cannot be much improved.

A prominent feature of my Addresses at the Conventions has been the rights and responsibilities of the people in the several Municipalities and School Sections in regard to the Schools and School System, and the facilities provided to aid them. I referred to the Canadian production of Maps and Apparatus in connection for the Schools, and alluded to my coming among them in Canadian dress,—that our aim should be to be Canadians inside and outside,—in Manufactures, as well as Agriculture, Books, Teachers, School System, Laws, etcetera. Yesterday this Canadian allusion was received with hearty applause, but to-day the Meeting rose almost to a man, and cheered, and almost shouted in response to my appeal.

My visit to the Counties seems to give much satisfaction, and the best feeling appears to exist in regard to myself and the School System.

MERRITTSVILLE, January 17th, 1860.

EGERTON RYERSON.

There was a large and excellent Meeting at Napanee, and a good one here to-day. I never saw so much interest in the subject of Education, and such apparent delight with the explanations and remarks made, and the principles elucidated.

I feel no doubt now of being able to improve very greatly the position and usefulness of the Grammar Schools. The Country seems, thus far, to be more unanimous in favour of Free Schools east than west of Toronto.

KINGSTON, February 27th, 1860.

EGERTON RYERSON.

THE COUNTY SCHOOL CONVENTIONS AND THE SCHOOL BILL OF 1860, DRAFTED AS THE RESULT OF THESE MEETINGS.

NOTE.—Mr. James Ross, M.P.P., having addressed a Letter to Doctor Ryerson in regard to his Draft of School Bill of 1860, as the result of opinion expressed at the County School Convention, Doctor Ryerson replied to him as follows:

In reply to your note and suggestions, for which I thank you, I desire to say that I have, within the last few months, consulted the Local Superintendents, Trustees and others at County School Conventions throughout Upper Canada on the provisions contained in the School Bill to which you refer. One object specified in the printed Circular calling these County Conventions in Upper Canada was "To consider any suggestions which may be made for the improvement of the School Law, the improvement of the Schools, the diffusion of Education, and the extension and usefulness of the Public Libraries."

On the subjects embraced in some of the provisions of the School Bill, which I have drafted, diversity of opinion existed among the friends of Education at the Meetings referred to; and I introduced them into the Bill, as I stated in a Memorandum,

for the consideration of a School Committee of the House, before whom I could state the reasons for, and against, such provisions, and then leave the Committee to retain, modify, or omit, them altogether, as it might think proper.

I have not desired to have any Sections of it passed which were not generally assented to at the Meetings by those of all parties who would make themselves acquainted with the subject, and consider it with a view of improving the Law. . . .

I have sought to act with perfect impartiality to men of all parties and sects; but I am resolved to do what I can to promote the interests of education, irrespective of parties, and rely upon the candid and honest support of all parties for assistance and support.

QUEBEC, May 10th, 1860.

EGERTON RYERSON.

REPORT ON THE FUSION OF THE MODEL GRAMMAR SCHOOL AND THE UPPER CANADA COLLEGE, 1861.

The subject of the Fusion of the Model Grammar School was referred to the Chief Superintendent of Education and the Vice-Chancellor of the University of Toronto in the following Letter of the Provincial Secretary:—

I have the honour, by command of the Governor General, to acknowledge the receipt of your Letter of the 1st instant, submitting that, before any steps are taken to fill up the vacancy in the Office of Principal of Upper Canada College, the subject of the management and system of that Institution be referred to the Honourable Mr. Patton and yourself for examination and report, and to inform you that the subject will receive His Excellency's attention.

QUEBEC, 4th June, 1861.

G. POWELL, *Acting Assistant Secretary.*

REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION AND THE VICE CHANCELLOR OF THE UNIVERSITY OF TORONTO TO THE PROVINCIAL SECRETARY.

With a view to promote the efficiency of Upper Canada College, and to accomplish the objects of a Provincial Model School, in the most effectual and economical manner, the undersigned unite in submitting the following recommendation to the favourable consideration of the Governor General-in-Council.

We recommend that, in connection with the appointment of the Rector of the Model Grammar School, as Principal of Upper Canada College, the Masters of the Model Grammar School be Masters of Upper Canada College, the one hundred and five Pupils of the Model Grammar School to become Pupils of the Upper Canada College, and the £1,000 per annum, provided by Law, towards the support of the Model Grammar School be applied towards the payment of the Salaries of the Masters transferred to the Upper Canada College, under the following conditions, videlicet: that if the Reverend Doctor Scadding, or any Master, or Masters, of the Upper Canada College, or of those transferred from the Model Grammar School, should resign, or be removed, the amount of the salary of such Master shall be deducted from the £1,000 above mentioned; so that that sum may gradually become payable into the Grammar School Fund in aid of Grammar Schools of Upper Canada.

The following are the advantages of this arrangement:—

It will secure to Upper Canada College all the prestige and efficiency of the Model Grammar School, in addition to its own present means of usefulness, and contribute to make that Institution a Canadian Rugby School.

As the Salaries of the Masters of the Grammar School, (irrespective of the Rector, who takes the place of Mr. Stennett), amount to £1,140, and the Fees of the hundred Pupils in the Model Grammar School amount to £1,000 per annum. Besides the £1,000

per annum proposed to be made chargeable for the payment of Salaries of said Masters, the arrangements will be a very considerable pecuniary advantage to Upper Canada College, apart from the immense advantage to its prestige and efficiency.

The salary of the Rector, and all the incidental expenses of the Model Grammar School, (including fuel, repairs, stationery, etcetera), being saved, the one-half of the £1,000 allowed by the late Order-in-Council for the expenses of the Normal and Model Schools can be added at once to the Grammar or General School Fund; and the Rooms and Grounds now used for the Model Grammar School will add much to the facilities of the Normal and Model Schools.

We beg to add, in conclusion, that these recommendations do not contemplate any change in the relations of Upper Canada College to the Senate of the University and its Committees.

EGERTON RYERSON, *Chief Superintendent of Education.*

JAMES PATTON, *Vice-Chancellor, Toronto University.*

TORONTO, June 19th, 1861.

NOTE.—After personal conversation with members of the Government on this subject, it was decided to make no change in the management of either the Upper Canada College or the Model Grammar School.

In place of Mr. Cockburn, the late Rector, the Reverend William F. Checkley, B.A., T.C.D., Head Master of the Barrie Grammar School, was appointed by the Council of Public Instruction. The Council at the same time decided to reorganize the Model Grammar School. Steps were then taken to give effect to one of the principal public objects for which that School was established,—That is, providing for the practical training of Masters and Assistant Masters of the County Grammar Schools. The following Course of Instruction and general Regulation were agreed upon by the Council:

COURSE OF INSTRUCTION IN THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

In establishing the Model Grammar School, the Council of Public Instruction had a twofold object in view: To exhibit the best system of Grammar School Organization, Discipline, and Teaching; and to train Masters and Assistant Masters for the Grammar Schools of the Province.

A successful commencement has been made towards accomplishing the former of these objects. It is now proposed to perfect what has been begun as a Model Grammar School, and to make it effective as a Training Institution

It is to be remarked that the residents of all the Counties and Cities in Upper Canada have an equal right to the Model Grammar School,—three applications from each having the priority over all others in filling up the prescribed number of one hundred pupils.

EXAMINATION OF CANDIDATES FOR MASTERSHIPS OF COUNTY GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed by the Council of Public Instruction for Upper Canada.

"No person (except a graduate of some University) shall be appointed Master of a Grammar School unless he has previously obtained a Certificate of Qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction."

In terms of this proviso, it is—

Ordered,—That Candidates for Masterships of County Grammar Schools (not being University graduates) be examined as to their knowledge of, and ability to teach, the

subjects and Books, or portions of Books, in which the Senate of the University of Toronto requires Candidates to be examined for Honours and Scholarships at Matriculation in any College affiliated with that Institution, as contemplated by the Consolidated Grammar School Act.

AUDIT OF THE ACCOUNTS OF THE EDUCATION DEPARTMENT.

In a Letter to the Editor of *The Globe*, on the audit of the Education Office Accounts, Doctor Ryerson said:

In the interview with which you favoured me the other day I stated that I had not only rendered Accounts of the Book, Map and Apparatus Depositories, but had been ready to give all the details which might at any time be requested; and the above extracts of Letters show that the Auditor was not less ready to ask for explanations and details in regard to the Book Depository, or other Accounts of the Department than its Officers were to give them.

I herewith enclose extracts from Mr. Langton's Letter to Mr. Hodgins, in reply to one of his, illustrative of the minuteness with which he examined into Accounts of Books and Maps, as well as those of ten other Separate Accounts, and to the extent to which he required Vouchers.*

I am, as I have at all times been, ready to lay before the Government every Letter, Invoice, Account, or Book belonging to this Department, in any manner desired, and to be responsible to it for all that I have done, or failed to do.

TORONTO, February 28th, 1859.

EGERTON RYERSON.

SALARIES OF OFFICERS OF THE EDUCATION DEPARTMENT.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith a Statement and Memorandum on the subject of Salaries of the Deputy Superintendent and other subordinate Officers in the Department of Public Instruction in Upper Canada.

I have conferred with the Attorney and Solicitor General for Upper Canada on the subject; and, in accordance with their suggestion, I now transmit the papers relating to it to you, for the favourable consideration of His Excellency in Council.

I may observe that the subordinate Officers in the Education Office of Upper Canada feel that they have not been treated with the same consideration as the other subordinate Officers in other Departments, who have received gratuities at different times; whereas the subordinate Officers in the Educational Department had only an increase of salary in 1855; and then their salaries were not made equal to those of corresponding subordinate Officers in other Departments.

*The following is a copy of this Letter of Mr. Langton to the Deputy Superintendent.

I have the honour to acknowledge the receipt of your letter of February 16th, with the accompanying Vouchers. The explanation and further elucidation of the different items, formerly remarked upon, are satisfactory, and your Balance, as finally corrected, is £23,248.21.2.

I may be permitted to remark that had the audit and approval of the Council of Public Instruction respecting some of these items been, as you say they were, "reasonably supposed to be final," there would have been no provision in the Audit Act that I was also to audit your account. If they are to come before me at all, I must call your attention to any inaccuracies, or deficiencies, which I may observe, and the facility with which you have supplied all other further information which I required, not only proves, what I never doubted, the admirable system which pervades the whole of your Department, but also the reasonableness of my demands.

For the fullest information in regard to the merits and claims of Mr. Hodgins, Deputy Superintendent, I refer to my Letter of the 22nd of July, 1857.*

No language that I can employ would be too strong in recommendation of Mr. Marling, the Bookkeeper, Accountant and Senior Clerk in the Department.

QUEBEC, April 17th, 1861.

EGERTON RYERSON.

ENCLOSURE NUMBER ONE.—DETAILS OF THE DUTIES OF THE EDUCATION DEPARTMENT.

The business of this Department is as extensive as its machinery is complex, and unites in itself the exercise of judicial, financial and general functions. During the last few years its duties have rapidly increased and extended, and are now more than can be accomplished by the present Staff, as will be seen by the following sketch.

Before going into detail it may be well to remark that since the year 1850 several additions have been made to what was formerly the ordinary routine of the Office—which have, at the same time, added materially to the efficiency and influence of the Department. These may be classed as follows: The erection and furnishing and care of the new Normal and Model School Buildings.—The establishment of the Depository of Maps, Books and Apparatus for Public Schools and Libraries.—The payment of the annual Legislative School Grant, and the auditing of the Accounts of about 400, or 450, Municipalities.—Superintending the printing and distribution of about 4,000 copies of the Chief Superintendent's Annual Report and Registrars (yearly) for all of the Schools and of the *Journal of Education*, (monthly), etcetera. These, of course, do not include the additional duties imposed upon the Chief Superintendent by the Supplementary School Act.

But independently of all this there has been an exceedingly large increase in the number of Municipal and School Corporations and Superintendents since the close of 1849. At that time there were twenty District Councils, twenty-three County local Superintendents of Schools, and about 2,800 School Corporations, total 2,843. At the present time we have to do with about 420 Municipal Councils and Treasurers and local School Superintendents—30 County Boards of Public Instruction and 3,500 School Corporations, in all 4,200—the Correspondence and Reports of which have more than quadrupled since the period mentioned.

These additions required the organization and adoption of a system peculiar to the functions and duties of the Department, and have resulted in dividing the Education Office and Department into three Branches, videlicet: The Education Office, which includes the General Administration of the School Laws: Decision on School disputes requiring an explanation of law; Payment of the Legislative School Grant; Auditing the County School Accounts and the compiling of the Annual Reports; Furnishing Teachers' Registers; Attending to the office correspondence; Referring to the admission of Students into the Normal School, and their Weekly payments; Using Provincial Certificates, and procuring Maps, Books, Apparatus and for the Depository, etcetera.

ENCLOSURE NUMBER TWO.—MEMORANDUM ON THE SALARIES OF THE OFFICERS AND CLERKS OF THE EDUCATION DEPARTMENT FOR UPPER CANADA, WITH A VIEW TO PLACE THEM ON THE SAME FOOTING AS THE OFFICERS AND CLERKS IN THE OTHER BRANCHES OF THE PUBLIC SERVICE.

J. George Hodgins, LL.B., who has held his appointment as Deputy since June, 1855, was appointed sole Clerk of the Upper Canada Education Office, October, 1844. In 1857 his salary was fixed at £500; but, (as stated in the Provincial Secretary's Letter of the 13th October, 1857, "*in consideration of his long and laborious services connected with the establishment of a new Department*," His Excellency granted him, in addition, £50 per annum during his tenure of Office. During all the years mentioned, however, Mr.

*A copy of this Letter is printed on pages 159, 160 of the Thirteenth Volume of the Documentary History of Education in Ontario.

Hodgins never received any portion of the gratuities which were, especially in 1853 and 1854, given to the Officers and Clerks in all the other Public Departments, as detailed in his Letter of the 22nd of July, 1857. Besides, in 1857, when the Salaries of all the Deputy Heads of Departments, as well as the Heads of various branches—for instance, in the Finance Minister's Department—were raised to £650 per annum, by authority of the Civil Service Act, Mr. Hodgins was not allowed the benefit of that Act, but his salary was fixed at £500, with a good service allowance of £50 per annum, as above, although he had been thirteen years (now seventeen) in the Public Service, while many of those whose Salaries were fixed at £650 in 1857 were considerably his juniors in the Civil Service. It is, therefore, right and proper that Mr. Hodgins' salary be fixed at £650, to take effect from the passing of that Act in 1857.

(NOTE.—An acknowledgment of this Letter was received, but nothing further was done on this matter, and the request that the Officers of the Education Department be treated as the other Officers under the Civil Service Act was **not** granted, nor was any reason for not doing so given.)

MILITARY DRILL IN THE PUBLIC AND GRAMMAR SCHOOLS.

A Company of Model Grammar School Cadets having been organized in 1862, a Letter was received by the Chief Superintendent of Education from the Adjutant-General of Militia, stating that Arms and Accoutrements had been sent for the Company from Montreal. The following is a copy of this Letter:—

I have the honour to acquaint you that the Military Authorities of the Militia Department at Montreal have this day received instructions to forward to you forty Long Enfield Rifles and Sets of Accoutrements, with small Stores complete, for the Corps under your official command in the Model Grammar School, and for which I request you will sign the enclosed blank Receipt. . . . Therefore, as soon as the said Stores have been delivered to you, please forward it to this Department.

I am, at the same time, desired to draw your attention to Sections thirty-three and thirty-four of the Consolidated Militia Laws of the Province, and to Section four of the Amended Militia Law of 1862, respecting the custody of all Government Stores of every kind in charge of the Militia, and the responsibility of the Commanding Officer and all others entrusted with Government Arms and Stores.

QUEBEC, 22nd December, 1862.

W. POWELL, *Lieutenant-Colonel.*

To this Letter the Chief Superintendent replied as follows:—

I desire to express to you my hearty thanks for the suggestions which you have made in regard to Military Drill, or gymnastics, in our Schools, whilst I cannot but admire the spirit which pervades your whole Letter.

In the Schools immediately under my own oversight, Military exercises to a limited extent, under the name of Gymnastics, have for several years been introduced. Latterly in one of them formal Military Drilling has for some time been introduced. I shall submit the whole question to the consideration of the Government, with a view of having such exercises introduced into the Schools generally.

In the meantime the Chief Superintendent made the following suggestions for the guidance of the Teachers of the Public Schools and the Masters of the Grammar School in the matter:—

So much attention has during the last year been devoted to the subject of military drill in the Public Schools, both in England, in the Northern United States and in Canada, that I have felt it desirable to call your attention to the subject.

The School Authorities in these several Countries have sought many ways to promote this patriotic object, and public opinion has more than sanctioned this innovation on the quiet routine of daily school life. Those who have given most prominence to this new feature in school management have done so chiefly for two important reasons. The first reason is that Military Drill is designed to foster in the youthful mind a love of Country and its Institutions, and a disposition to defend them in the most skilful and effective manner to the very last. The other reason—which has a direct practical bearing upon the well-being of the School itself—is that nothing else is so well adapted to secure those habits of obedience and discipline in the Schools as Military Drill *per se*.

Lately, in discussing this matter with a prominent American Educationist, he remarked that the introduction of Military Drill had already effected a most salutary change in the discipline of American Schools. Order had been more generally established in the Schools; and that fatal defect in American juvenile character—disobedience and disrespect for authority—had received a most salutary check. Everywhere he had found that Teachers were most anxious to establish a system of Military Drill or Gymnastics in the School, not so much for military purposes as for its beneficial effects upon the discipline and morale of the School. The very habit of prompt obedience acquired by the pupils while under drill insensibly affected their whole conduct in the Schoolroom, and rendered their government there comparatively easy and agreeable.

The subject of introducing Military Drill into our Canadian Schools has been more than once under the consideration of the Education Department for Upper Canada as well, we believe, as that of Lower Canada. In February last a Letter was addressed to the Department on the subject, in which the writer said:

“The passing events of the day call forth the energies of minds capable of grappling with it. During this lull in the excitement on the war question, it strikes me that there might be something done in the way of preparatory drill in our already very excellent Common Schools.

“What I would suggest is, that an amendment be added to the present Common School Law, during the present Session of Parliament, making it one of the qualifications of male Teachers to learn the rudiments of Infantry Drill, either by joining a Volunteer corps, or by attending the Normal School, so that the Teacher might be able to drill such of the youth of our country schools as are above the age of ten years. It would be a very healthful, useful and lively exercise for them; and it is now certain that we must of necessity become a military Country for our defence. This plan would, I think, assist the Teachers in their School discipline. If it were carried into effect we would see, in a few years, we should have great numbers drilled and prepared, at no additional expense to the Country, and ready on a very short notice for any emergency. I do not say they would be perfect in drill, but they might be taught to face right and left, to march, and to form fours deep; and, being taught while young; they would never entirely forget it hereafter.

“While writing, reflection brings to my mind the impulse of my youthful mind, about fifty years ago (about the time the French threatened to invade England), how warm I felt against them when I saw the English Volunteer Militia on parade at that time. The same ardour now animates my breast, for I go to drill every week, and have no doubt in my own mind of the same attachment of the youth of our Country to their native home if they are well trained and employed. I may remark that I saw the Students of the higher Schools at drill when I was young; and as the Common Schools of our Country constitute the bone and sinew of it, why not prepare them for any future contingency which may arise in the Country. Perhaps by changing the name from Military Drill to some other, such as Military Gymnastics, it might be more favourably received throughout the Country.”

I trust, therefore, that you will be able, in the spring, practically to act upon these suggestions.

TORONTO, December, 1862.

EGERTON RYERSON.

REMARKS ON THE BILL BEFORE THE LEGISLATURE, FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA, 1863.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

CIRCULAR TO MEMBERS OF BOTH HOUSES OF THE LEGISLATURE.*

Several Members of the Legislature expressed to me lately at Quebec, and on my way thence to Toronto, a wish that I would furnish, in the form of a Circular, more extended explanatory remarks on the Grammar School Improvement Bill than those contained in the brief memorandum which accompanied its distribution. This I now proceed to do.

The present state of the law, and the necessity of further legal provision for the improvement of Grammar Schools, will be better understood by reference to the original objects of the existing Grammar School Act of 1853. In 1850 the Honourable Robert Baldwin, after he had devoted nearly two days with me in examining and maturing the Bill, which became the Common School Act of 1850, (the Charter of our School System), asked me if I could not codify and reduce to one Act the several Grammar School Acts of Upper Canada. After some reflection I replied that, if he would furnish me with a list of these Acts I would examine them and give him an answer in a few days. After examining and considering these Acts, I waited upon Mr. Baldwin and told him that before I could undertake the task he had proposed it would be necessary for me to know whether he assented to principles which I considered essential to any useful amendments of the Grammar School Law; that the great desideratum in regard to the Grammar Schools was the means of support; that there was no other source to look to for that purpose than the Municipalities in which the Grammar Schools were established; but that they had no hold upon the interest, or sympathies, of the people,—being regarded as Select Schools for the few, and managed by the Government through Trustees and Masters of its own appointment, for the alleged benefit of its own Officers and special friends; that the Municipalities could not be expected to contribute to their support unless they had some control over them. I also stated to Mr. Baldwin that I did not think the Grammar Schools could be made efficient and useful as they ought to be unless they were made Schools of the Municipalities, instead of Schools of the Crown—the Crown relinquishing the appointment of Trustees and Masters; and further, that it was essential to the efficiency and success of these Schools, that the Grammar School Grants should be apportioned upon the same principle and conditions as the Common School Grants. Mr. Baldwin concurred in these views; and the Draft of a Consolidated Grammar School Act was prepared accordingly, and printed by order for consideration. Mr. Baldwin retired from office, and I requested his successor the two following years not to proceed with the Grammar School Bill, as I could not then undertake any work in addition to that of maturing the organization of the Common School System. In 1853 the request was again made to me, and I prepared the Draft of the present Grammar School Act. I proceeded to Quebec, to submit and discuss its provisions with the Upper Canada Members of the Cabinet. The Premier (Honourable Francis Hincks) favoured the adoption of my Draft of Grammar School Bill without alteration; but three other Members of the Cabinet thought the Assessment Section had better be deferred until I got the Grammar Schools organized into something like a general

*Previous to going to Quebec at the request of Mr. Attorney General J. S. Macdonald, Doctor Ryerson sent to the Government the Draft of a Grammar School Bill, accompanied with a Short Memorandum. While there, several Members of the House of Assembly asked him for fuller information on the subject. This he supplied, on his return to Toronto, in the form of this Circular, addressed to Members of Both Houses.

system. I urged that without that characteristic and essential feature of the Common School System, no material improvement could be effected in the condition and character of the Grammar Schools; but after some two hours' discussion I consented, (unwisely and unfortunately, as I have ever since thought), to omit the Assessment Section from the Draft of Bill, and to postpone it for future consideration. The consequence is that the Grammar School System is essentially defective; the Grammar Schools have been hobbling on one leg and making little progress, (except from the influence of the General Regulations and Inspection), while the Common Schools have been rapidly advancing, aided by the two-fold support of Legislative Appropriation and local Assessment. There are, indeed, exceptions. There are cases in which the Grammar School, from peculiar circumstances of place, Teacher, special resources, is worthy of the name; there are also cases in which the union of the Grammar and Common Schools of the place has operated beneficially; but these are exceptions to the general rule, as to the helpless condition and stationary character of the Grammar Schools, and the unsatisfactory working of the Union Schools,—operating to the disadvantage of both the Grammar and Common Schools. I have been urged by Trustees and supporters of Grammar Schools throughout all Upper Canada to devise some remedy for these defects and evils of the Grammar School System. In 1860 I made an Official Tour of Upper Canada and held a School Convention in each County, with a special view to the improvement of the Grammar Schools. In each of these County Conventions I stated the case of the Grammar Schools, the nature and defects of the Law, and the remedies which had been proposed. I requested suggestions, and the expression of the opinions of the parties present. These Conventions comprised, of course, but a small portion of the inhabitants of each County; but the Clergy, Magistrates, Local Superintendents, and Trustees of Schools, and all persons interested in the progress of education, were invited by Circular to attend them; the places where they are held, usually the County Court House, were generally crowded, and representative persons from most of the Townships of the County were present, so that each Convention might be fairly regarded as expressing what would be the opinion of the great majority of the County when acquainted with the subject.

A copy of the Resolutions adopted at these County Conventions—Resolutions, not one of which was submitted, or prepared by myself, but which were prepared and submitted at the Conventions as the result of the consultations held—is printed on pages 85-89 of the Sixteenth Volume of the Documentary History. The rural portions of these Conventions were most earnest, and all but unanimous in favour of assimilating the Grammar to the Common School System, in regard to the condition and distribution of the Legislative Grant. Many Municipal Councillors attended these Conventions, and only two, (as far as I could learn), dissented from that view. In two instances the County Councils were in Session, and adjourned to attend the Convention, at which the Wardens presided; and in each case the Councillors, including the Wardens, were unanimous in favour of the proposed arrangement in regard to County Assessment for Grammar Schools, and making them free to the youth of Counties.

The object of the Grammar School Bill now before Parliament is to give effect to what was so generally approved by the County Conventions referred to, and which appears to me, after years of consideration and consultation, to be the easiest, the most equitable, the most rational, and the most effective means of improving the Grammar Schools. For convenience of reference I append a copy of this Bill, the leading objects of which are to provide for the Apportionment of the Legislative Grammar School Fund to Counties upon the same terms and conditions as that of the Common Schools, and to provide for the accommodation and further support of Grammar Schools by the City, Town, and Village Corporations within the limits of which they are situated.

The Second Section of the Bill may be amended by substituting for the words "shall annually levy" "shall have authority annually to levy," etcetera; and by adding, after the words "Common Schools," the words "provided also that the Corporation of each County shall have authority to exempt from said Rate such portions of the County as it may judge expedient."

The Assessment required to fulfil the conditions of the Bill has been stated by financial men in several Counties to amount to less than a cent on every thousand dollars of assessed property; yet, by the aid of this small Assessment, the Grammar School Fund will be doubled; the average apportionment to each Grammar School will be \$850, and, of course, more to the larger Grammar Schools; and the Grammar Schools will be free to all the County youth of Upper Canada. Trustees will be able to secure Teachers of the best qualifications and abilities, and the Schools will also be elevated in character and usefulness by raising the standard of admission and by teaching the elements of Chemistry and Natural Philosophy, as provided by the fifteenth Section of the Act.

If it be objected that persons will be assessed for the Grammar Schools who do not send pupils to them, it may be replied that many persons are assessed, and sometimes largely, for the Common Schools who do not send pupils to them. If exemption is admitted in the one case, it must, upon the same ground, be admitted in the other; and the supporters of Common Schools would thus lose twenty times as much as the trifling Assessment to which they may be liable for the Grammar Schools; for the proposed Grammar School Assessment is scarcely a twentieth of the Common School Assessment. If the condition of Assessment is good for the Common Schools—and the results of it are marvellous—it must be equally good for the Grammar Schools. The one class of Schools is equally national, though not so numerous, as the other; and the property of the nation should be liable for what is of national interest, and for what adds to its security and value by educating and elevating the community for all the wants, institutions and civilization of a State.

The Fourth Section of the Bill makes it incumbent on the City, Town, or Incorporated Village in which the Grammar School is situated to provide accommodations, and any further support which may be required. It is admitted, as a general rule, that such locality receives nine-tenths of the direct benefits of the Grammar School in regard to the attendance of pupils, the situation and expenditure of the School, and its influence on the importance of the place and the value of property. In many cases accommodations are already provided for the Grammar School. The Bill might further provide that the Grammar School accommodation should be regarded as the property of the Municipality providing them, and that if any Town or Village did not wish to contribute its proportion to support the Grammar School, it might signify the same to the County Council, which would then abolish, or remove, the Site of the School to another locality.

The Trustees are proposed to be equally appointed by the County, City, Town, and Incorporated Village Councils; and, as it requires the votes of a positive majority of the Trustees present at any lawful Meeting in order to any corporate act, the Chairman having no second vote, no measure can be imposed upon either the County, City, Town, or Incorporated Village, without the consent of one, or more, of its representatives, or nominees. No difficulty has arisen from Boards thus constituted; but, on the contrary, friendly emulation and courtesies.

As to the few Grammar Schools situated in Villages not incorporated, the Bill leaves them to the operation of the existing Grammar School Law, with the advantage of an additional Apportionment for their support. It was felt by all parties consulted that the conditions which the Bill requires of Cities and Towns could not be expected to be fulfilled by a Township or School Section. By the existing Grammar School Act any Township Council can contribute what it pleases in support of any Grammar School; and so can a United Grammar and Common School Corporation. It would not be just, or politic, to abolish Grammar Schools thus situated; but no further measures of support could be devised in respect of them.

It has been supposed by some that the Grammar Schools, which are to be free to the youth of the County, are not to be free to the youth of the City, Town, or Incorporated Village in which it is situated. This is a mistake. The Bill proposes to make the Grammar School a Free School to the youth of the County, as compensation for the County Assessment, and as the only means of obtaining it; but it does not interfere with

the powers which a Board of Trustees possesses under the existing law; and they can make their School free, or not, to the youth of their Village, Town, or City as they please, the same as any Board of Common School Trustees in any City, Town, or Village.

The Sixteenth Section of the Bill, relating to the mode of giving Certificates to Masters of Grammar Schools, (not Graduates), is prospective, not retrospective, in its application, and is designed to prevent forgeries, which have heretofore occurred, and to secure a proper record of such Certificates, but gives the Chief Superintendent no other power in respect to them than that of signing his name and affixing to them the seal of the Department.

The other Sections of the Bill, relating to details, need no remark. Three sections have been added since the Bill was printed,—the one authorizing County Councils to appoint a Board of nine to perform the duties of the present numerous, cumbrous and expensive County Boards of Public Instruction,—the second to enable Teachers of Grammar and Common Schools to spend four days of the year in visiting each other's Schools, on condition of their teaching an equal number of Saturdays,—and the third to make the City of Toronto a County for the purposes of the Act.

This Bill is the last measure, so far as I can judge, that I have to submit to the favourable consideration of the Government and Legislature, for the completion, as far as it relates to Legislation, of our Public School System. It confers upon me no additional powers, and makes little change in respect to my duties. It may be amended and improved. If passed into a Law, substantially as it is, I believe it will greatly elevate the character and double the efficiency and usefulness of the Grammar Schools, and that at a charge almost imperceptible to the people at large.

As a measure of this kind does not come directly home to the feelings of the mass of the people, like one relating to Common Schools, prejudice may be easily excited against it by misrepresentation and hostility to any Public Educational System. To the calm and patriotic consideration of the Members of the Legislature, and to intelligent, candid men of all parties, is respectfully submitted this final recourse for due efficiency of that class of our Public Schools, the poorest provided for, and which must terminate the educational training of the greater part even of the professional and public men.

TORONTO, 27th March, 1863.

EGERTON RYERSON.

THE "DISSENTIENT," OR SEPARATE, SCHOOL QUESTION IN UPPER AND LOWER CANADA, 1864.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION IN LOWER CANADA TO DOCTOR RYERSON.

I suppose you have seen the articles in that partisan newspaper, the *Montreal Witness*, on the subject of Dissentient Schools in Lower Canada. I wish to know how the matter stands in Upper Canada as to non-residents. 1st.—Can a non-resident Roman Catholic pay his land School Tax to Separate Schools? 2nd.—Can he be exempted altogether from taxation if there are no Dissentient Schools in the Municipality where he is a Landholder?

I see nothing to that effect in the original School Laws of Upper Canada, nor in the last amendment to them; but, as they have been so frequently amended, I want to make it sure by referring to you.

We in Lower Canada are prepared to grant Dissentients anything, since we have the same interest. There is one-third Catholic Dissenters, and two-thirds Public School rate-payers, but the Catholics are poorer. But you may expect to see the same things asked for in Upper Canada.

MONTREAL, April 22nd, 1864.

PIERRE J. O. CHAUVEAU.

DOCTOR RYERSON'S REPLY TO THE FOREGOING LETTER.

I had not for months read the *Montreal Witness* before receiving your Letter, mailed on the 22nd, but since then I have read the articles to which you refer.

In Upper Canada two Roman Catholic Separate School Sections, or districts, can unite and form one united Section, or District, whether they are situated in the same Municipality or not.

Also, a Roman Catholic who gives the legal notice that he is a Roman Catholic, and a Supporter of a Separate School, is exempted from the payment of all Public School Taxes, or Rates, provided he resides within three miles, (in a direct line), of the School of which he professes to be a Supporter, whether he resides within the Section or District of such School or not; but the property which he owns in either School Sections or Districts is liable to Rates and Taxes for the Public Schools, whether there are Separate Schools in such Sections, or Districts, or not.

The following explanatory remarks will exhibit the nature of the School System of Upper Canada in respect to different Religious Persuasions.

1. The Public School in each Section, District, or Division, is strictly non-denominational,—having no symbols, or ceremonies, or instructions, peculiar to any one Religious Persuasion, and to which any Religious Persuasion can object. The only exception to this is wherein the daily exercises, in many of the Schools, are opened and closed by reading a portion of the Scriptures and Prayers; but this is at the option of the Trustees and Teachers, as also the version of the Scriptures and the Prayers to be used; and no Pupils are required to be present at these Exercises whose Parents, or Guardians, object to them. If the Teacher hears any Pupil recite a Catechism, it must be by private arrangement between the Teacher and the Parent, or Guardian, of such Pupil, and must not interfere with the regular Exercises of the School. The School House is allowed to be used one hour in each week between the hours of four and five in the afternoon, by the Clergyman of each Religious Persuasion, to give Catechetical, or Religious, Instruction to the Pupils of his own Persuasion, and the Trustees determine the day on which the House shall be used by each Clergyman. In no instance yet have the Clergymen of as many Religious Persuasions applied for the use of the same School House as there are teaching days in the week. In Cities and Towns there are several Rooms in each School House, as there are several Rooms provided at the Normal School for weekly Religious Instruction being given to Students by Clergymen of the different Religious Persuasions.

2. The number of Roman Catholic Teachers employed in the Public Schools is far above that of the Baptists, or Congregationalists, and only second to that of the Church of England and Methodists and Presbyterians. So acceptable are the Public Schools to the laity of the Roman Catholic Church that more than three-fourths of their School-going Children attend the Public Schools, and less than one-fourth of them attend the Separate Schools, notwithstanding the exertions of many of their Clergy to induce them to establish and support Separate Schools.

3. Now it is for the minority of one-fourth of the Roman Catholics of Upper Canada that the Separate Schools actually exist; and all who desire, under such circumstances, to withdraw their Children from the Public Schools, and have them taught in Separate Schools, are exempt from the payment of all Public School Rates in the Sections, or Districts, of such Separate Schools.

4. The principle of the School Law in respect to School Rates in Upper Canada is, that as the property in each School Section, or District, derives its value chiefly, if not entirely, from the labours and enterprise of its Inhabitants, such property should be liable for the education of the youth whose labours, in connection with those of their Parents, give it its value. If a portion of the Inhabitants desire a Separate School for their Children in any School Section, or District, or by uniting two, or more, School Sections, or Districts, into one, they can do so; have their property in such Sections, or

Districts, exempt from Public School Rates, and collect Rates on it themselves for the support of their own Schools.

5. But the Property of absentees in any School Sections, or Divisions, is liable to be rated for the support of the Public Schools, and that upon two grounds: First, the Public Schools are accessible, upon equal terms, to all classes of the population. Secondly, the great majority of the Roman Catholic Children, as well as the Children generally of other Religious Persuasions, attend the Public Schools.

6. If the Schools of the majority in Lower Canada are as impartial, liberal and unobjectionable to the minority as the Schools of the majority in Upper Canada, then it appears to me that the only inequality under which the minority there labour is their not being able to unite in different School Districts to establish and support one School for themselves. But if the Schools of your majority are substantially Roman Catholic Church Schools, having the Symbol and the Services, and publicly teaching the Catechism and other Religious Books of the Roman Catholic Church, then it appears to me that the Schools of your minority, (as they are not peculiar to any one Religious Persuasion), are more analagous to the Schools of the majority in Upper Canada than are the Schools of your minority. On this point I have not the information, and I do not, therefore, profess to judge.

TORONTO, May 3rd, 1864.

EGERTON RYERSON.

LETTER FROM THE REVEREND D. H. MACVICAR TO DR. RYERSON.

I write you as Corresponding Secretary of the Association for the Promotion and Protection of Protestant Education in Lower Canada, to ask if you will be kind enough to send me a complete copy of the School Laws of Upper Canada, and to inform us of the position and powers of the Gentleman in the Education Office at Toronto who represents the Roman Catholics of that Province. We propose to seek for Protestants in this section educational rights similar to those enjoyed by Roman Catholics in Canada West, and are, therefore, desirous to learn the manner in which the interests of the latter are represented in the Establishment under your direction. Relying on your kind offices in this matter,

MONTREAL, 13th October, 1864.

D. H. MACVICAR.

REPLY FROM DOCTOR RYERSON TO THE REVEREND D. H. MACVICAR, MONTREAL.

I have the honour to state, in reply to your Letter of the 13th instant, that a copy each of the Common and Separate School Laws of Upper Canada will be transmitted to you herewith. You request me to inform you of the "position and powers of the Gentleman in the Education Office at Toronto who represents the Roman Catholics of that Province." In reply, I have to state that I myself represent the Roman Catholics, as much as the Church of England, Presbyterians, or Methodists, in this Department, and administer the law according to the fair and liberal construction of its provisions, just as much for the benefit, and, as far as possible, according to the wishes of, any other Religious Persuasion in Upper Canada. One Clerk in the Office is a Roman Catholic, but he was not appointed as such, nor did I know of his Religious Persuasion any more than that of some other Clerks at the time of their appointment; he was appointed on trial of six months, and advanced according to vacancies and his merits, the same as any other Clerk in the Department.

I know no Religious Persuasion in the administration of the law, nor have I ever made, or recommended, an appointment in the Department except on the ground of personal qualification and character.

TORONTO, October 17th, 1864.

EGERTON RYERSON.

OPINIONS OF MEMBERS OF THE LEGISLATURE AS TO THE EXPEDIENCY OF INCORPORATING THE SEPARATE SCHOOL PROVISIONS OF THE LAW IN THE CONFEDERATION ACT OF 1865.

The general consensus of opinion, in both Houses of the Legislature, on the subject (even among those who were strongly opposed to Separate Schools) was, that it was wise and expedient to incorporate in the Scheme of Confederation the Resolution relating to these and Dissident Schools.

SPEECHES RELATING TO THE SEPARATE AND DISSIDENT SCHOOL QUESTION
DELIVERED DURING THE "CONFEDERATION DEBATES" AT QUEBEC IN 1865.

*Inserted in the order in which the Speeches appear in the printed Volume of
Confederation Debates.*

THE HONOURABLE JAMES G. CURRIE, in the Legislative Council.—In 1849 the Legislature made provision for the support of Common Schools in Canada, and had set aside one million acres of the best Lands for that noble purpose. . . . In 1863 the Government of the day assented to Mr. R. W. Scott's third Bill, to amend the Taché Separate School Act of Upper Canada, passed in 1855. . . . A Mass Meeting was held in Toronto to condemn the Bill. . . . Other Meetings were held elsewhere to protest against the Bill. When it was brought up from the Assembly to the Upper House nobody rose to move its first reading. At length, when Sir Etienne Taché, who, it will be remembered, introduced the Upper Canada Separate School Bill of 1855, which passed into law, was about to assume this responsibility, Mr. McCrea, the newly-elected Councillor for the Western Division, came to the rescue. The Speaker then very improperly suggested Mr. J. A. Aikins as the Seconder, an offer which the Member for the Home Division promptly declined. No one else appearing, Mr. Letellier, a French Canadian, seconded the motion. At length the Bill passed the Second reading of the Legislative Council—11 for, and 13 against it, being the Upper Canada vote. Thus, in spite of every temptation, Upper Canada stood true to her School System. . . . But notwithstanding many evidences of dissatisfaction in Upper Canada with the Bill, it became law, and it remained for the present Government by this Confederation scheme to perpetuate the law. He was surprised that the Government, constituted as it was, should become parties to such a scheme. They had not yet done with this School System. They proposed to protect the Protestant minority of Lower Canada, and a Petition was on the Table of the House, embodying what was desired. This was proof enough that the people were not satisfied; and whether the scheme of Confederation be adopted or not, the Government should bring in a Measure to do the Petitioners justice. Then from Upper Canada the Roman Catholics asked to be placed in a position precisely similar to that which the Protestants of Lower Canada were seeking, and, if each of these minorities were suffering injustice, why should not their complaints be redressed before the Confederation took place? Let these measures precede Confederation, and let not Parliament be asked to proceed blindfold. . . .

THE HONOURABLE GEORGE BROWN, President of the Executive Council.—In Confederation the people of Upper Canada will have the entire control of their local matters, and will no longer have to betake themselves to Quebec for leave to open a Road, to select a County Town, or appoint a Coroner. But I am told that to this general principle of placing all local matters under local control an exception has been made in regard to the Common Schools. The clause in the proposed Confederation scheme complained of is as follows:—"6. Education; saving the privileges, which the Protestant

or Catholic minority in both Canadas may possess, as to their Denominational Schools, at the time when the Union goes into operation." Now I need hardly remind the House that I have always opposed, and continue to oppose, the system of sectarian education, so far as the public chest is concerned. I have never had any hesitation on that point. I have never been able to see why all the people of the Province, to whatever Religious Sect they may belong, should not send their children to the same Common Schools to receive the ordinary branches of instruction. I regard the Parent and the Pastor as the best Religious Instructors; and, so long as the Religious faith of the children is uninterfered with, and ample opportunity is afforded to the Clergy to give Religious Instruction to the children of their flocks, I cannot conceive any sound objection to Mixed Schools. But while, in the Conference on Confederation and elsewhere, I have always maintained this view, and always given my vote against sectarian Public Schools, I am bound to admit, as I have always admitted, that the sectarian system, carried to the limited extent it has yet been in Upper Canada, and confined, as it chiefly is, to Cities and Towns, has not been a very great practical injury. The real cause of alarm was that the admission of the sectarian principle was there, and that at any moment it might be extended to such a degree as to split up our School System altogether. There are but a hundred Separate Schools in Upper Canada, out of some four thousand, and all Roman Catholic. But if the Roman Catholics are entitled to Separate Schools, and to go on extending their operations, so are the Members of the Church of England, the Presbyterians, the Methodists, and all other Religious Sects. No candid Roman Catholic will deny this for a moment; and in this lay the great danger to our educational fabric, that the Separate School system might gradually extend itself, until the whole Country was studded with nurseries of sectarianism, most hurtful to the best interests of the Province, and entailing an enormous expense to sustain the hosts of Teachers that so prodigal a System of Public Instruction must inevitably entail. Now it is known to every honourable Member of this House that an Act was passed in 1863, as a final settlement of this sectarian controversy. I was not in Quebec at the time, but, if I had been here, I would have voted against that Bill, because it extended the facilities for establishing Separate Schools. It had, however, this good feature, that it was accepted by the Roman Catholic Authorities, and carried through Parliament as a final compromise of the question in Upper Canada. When, therefore, it was proposed that a provision should be inserted in the Confederation scheme to bind that compact of 1863, and declare it a final settlement, so that we should not be compelled, as we have been since 1849, to stand constantly to our arms, awaiting fresh attacks upon our Common School System, the proposition seemed to me to be one that was not rashly to be rejected. I admit that from my point of view this is a blot on the scheme before the House; it is, confessedly, one of the concessions from our side that had to be made to secure this great measure of reform. But assuredly I, for one, have not the slightest hesitation in accepting it as a necessary condition of the scheme of union, and doubly acceptable must it be in the eyes of honourable Gentlemen opposite, who were the authors of the Separate School Bill of 1863. But it was urged that although this arrangement might perhaps be fair as regards Upper Canada, it was not so as regards Lower Canada, for there were matters of which the British population have long complained, and some amendments to the existing School Act there were required to secure them equal justice. Well, when this point was raised in the Conference at Quebec, Gentlemen of all parties in Lower Canada at once expressed themselves prepared to treat it in a frank and conciliatory manner, with a view to removing any injustice that might be shown to exist; and, on this understanding, the educational clause was adopted by the Conference. . . . I am further in favour of this scheme because it will bring to an end the sectional discord on the Separate School question between Upper and Lower Canada. It sweeps away the boundary line between the Provinces, so far as regards matters common to the whole people,—it places all on an equal level,—and the Members of the Federal Legislature will meet at last as citizens of a Common Country. . . .

THE HONOURABLE T. D. MCGEE, in the House of Assembly.—I have no doubt whatever that with a good deal of moderation and a proper degree of firmness, all that the Protestant minority in Lower Canada can require, by way of security to their Educational System, will be cheerfully granted to them by this House. I, for one, as a Roman Catholic, will cordially second and support any such amendments, properly framed. I will merely add in relation to an observation of my friend, (Honourable Mr. Brown), on the subject of the Roman Catholic Separate Schools of Upper Canada, that I accepted for my own part, as a finality, the amended Act of 1863. I did so because it granted all the Petitioners asked, and I think they ought to be satisfied. I will be no party to the reopening of the question; but I say this, that if there are to be any special guarantees or grants extended to the Protestant minority of Lower Canada, I think the Catholic minority in Upper Canada ought to be placed in precisely the same position—neither better nor worse. . . .

THE HONOURABLE BILLA FLINT, in the Legislative Council.—One thing in particular, I find, has not been spoken of by any Member on the floor of this House. I refer now to the Sixth clause of the Confederation Resolutions with reference to Education. Now, honourable Gentlemen, it strikes me it was decidedly wrong on the part of the Delegates at that Conference, to place anything in reference to the education of the people of Upper and Lower Canada in this scheme. I will give my reasons for it, and I think those reasons are good. I think it should be left fully and entirely to the people of Upper and Lower Canada to decide what is best with reference to this matter. We see already that both in Upper and Lower Canada each party is actively engaged endeavouring to press upon the attention of both Houses of Parliament the necessity of granting them greater privileges than they already enjoy. They seem to be determined to have nothing less for their Roman Catholic education than a full staff of Officers, together with Model and Normal Schools, and all the paraphernalia which attach to the present Common School System in each Province. That, which in Upper Canada was regarded as a finality in School matters, is now scouted at, and the advocates of Separate Schools go so far as to insist upon having a College; and the object is no doubt to place themselves in a position to be wholly independent of the proposed local Government of Upper Canada. So far as I am individually concerned, in reference to Schools, I would far rather that the School System was worked out in both Provinces on the principle of the Common Schools. I see no reason why, in any neighbourhood, a portion of the children should be sent to one description of School, and a portion of the children sent to another description of School. I believe it is wrong in principle, and that the children of our common Country should grow up together, and be educated together. In our Public Schools there is nothing which would have the effect of preventing any person from sending their children to them. These are my views in reference to Schools. I believe that the effect of giving exclusive rights to certain parties has had a tendency to weaken the good feelings which should subsist between all classes of the community, and which is now seen in the demand from both sections of the Province for different systems of education.

THE HONOURABLE JAMES G. CURRIE, in the Legislative Council.—By the 6th Subsection of the Confederation Resolutions the local Legislatures of each Province are to have the control of "Education," "saving the rights and privileges which the Protestant or Catholic minority in both Canadas may possess," as to their Denominational Schools "at the time when the union goes into operation." I do not know whether the representations which have been made in some portions of the Country are correct—that under this Section the Roman Catholics would be entitled to no more Schools than they have at the time of the passing of the Act. Will the Commissioner of Public Works please explain?

THE HONOURABLE ALEXANDER CAMPBELL, in the Legislative Council.—By this Section of the Resolution it is affirmed that the principle of action, with reference to those

Schools which may be in existence at the time the Confederation takes effect shall continue in operation.

THE HONOURABLE JAMES G. CURRY, in the Legislative Council.—But suppose no alteration is made in the Common School Law of Upper Canada,—and, as I understand, none is promised,—would the Roman Catholics be entitled to establish more Separate Schools?

THE HONOURABLE ALEXANDER CAMPBELL, in the Legislative Council.—The present Act would continue to operate, and the Honourable Gentleman knows what are the rights of Roman Catholic Schools under that Act. . . .

THE HONOURABLE LUTHER H. HOLTON, in the House of Assembly.—Before the debate is resumed, I would enquire whether it is the purpose of the Government to bring down the promised Measure on the subject of Education in Lower Canada before the House is invited to pass finally the scheme of Confederation, now under discussion? I need not say to Honourable Gentlemen that this is a matter which is regarded with a great deal of interest by a very large portion of the people of Lower Canada; and I think that before my honourable friend for Montreal Centre, (the Honourable John Rose), proceeds to take part in this debate the position of the Government upon that question should be clearly defined. . . .

THE HONOURABLE ATTORNEY-GENERAL CARTIER, in the House of Assembly.—The question has already been answered, but the Government are ready to answer it again, if the honourable Gentleman so desires.

THE HONOURABLE LUTHER H. HOLTON, in the House of Assembly.—Will my honourable friend allow me to interrupt him? Perhaps it would be well, while he is asking questions of the Government, to elicit an answer to the question I have put once, or twice, touching the proposed measure of the Administration on the subject of Education in Lower Canada, as it affects the English-speaking minority. Perhaps he will ascertain whether it will be submitted to the House before the final passing of the Confederation scheme.

THE HONOURABLE JOHN ROSE, in the House of Assembly.—Now, Sir, I come to the question adverted to by the honourable Member for Châteauguay, in reference to the educational Measure relating to Lower Canada which the Government has promised to bring down to the House. I believe this is the first time almost in the history of Lower Canada,—and I call the attention of my honourable friends from Upper Canada to the fact,—that there has not been any excitement, or movement, or agitation, on the part of the English Protestant population of Lower Canada in reference to the Common School question. It is the first time in the history of the Country that there has been any serious apprehension aroused amongst them regarding the elementary education of their children. I am not aware that there has ever been any attempt in Lower Canada to deprive the minority of their just rights in respect to the education of their youth. I do not state this simply as my own opinion, or as the result of observation which I have made alone. I have received Letters from those who have been cognizant of the Educational System in Lower Canada for many years, confirmatory of this in the strongest degree. It was also observed and commented upon by the three Commissioners who came out from England to this Country in 1837, and who, in their Report to the Home Government, said it was one of the most remarkable circumstances that came under their notice, that they found two races, speaking different languages, and holding different Religious opinions, living together in harmony and having no difference, or ill-feeling, in respect to the education of their children. Now we, the English Protestant minority of Lower Canada, cannot forget that, whatever right of separate education we have, it was accorded to us in the most unrestricted way, before the Union of the two Provinces in 1840, when we were in a minority and entirely in the hands of the French population. We cannot forget that in no way was there any attempt to prevent us

educating our children in the manner we saw fit and deemed best; and I would be untrue to what is just if I forgot to state that the distribution of State Funds for educational purposes was made in such a way as to cause no complaint on the part of the minority. I believe we have always had our fair share of the Public Grants, in so far as the French element could control them, and not only the liberty, but every facility for the establishment of Separate Dissident Schools wherever they were deemed desirable. A single person has the right, under the law, of establishing a Dissident School, and obtaining a fair share of the Educational Grant, if he can gather together fifteen children who desire instruction in it. Now we cannot forget that, in the past, this liberality has been shown to us, and that whatever we desired of the French majority in respect to education they were, if it was at all reasonable, willing to concede. We have thus in this, also, the guarantee of the past that nothing will be done in the future unduly to interfere with our rights and interests as regards education, and I believe that everything we desire will be as freely given by the Local Legislature as it was before the Union of the Canadas. But from whence comes the practical difficulty of dealing with the question at the present moment? We should not forget that it does not come from our French-Canadian brethren in Lower Canada, but that it arises in this way,—and I speak as one who has watched the course of events and the opinion of the Country upon the subject,—that the Protestant majority in Upper Canada are indisposed to disturb the settlement made a couple of years ago with regard to Separate Schools, and rather to hope that the French majority in Lower Canada should concede to the English Protestant minority there nothing more than is given to the minority in the other section of the Province. But still it must be conceded that there are certain points where the present Educational System demands modification—points in which the English Protestant minority of Lower Canada expect a modification. I would ask my honourable friend, the Attorney-General East, whether the System of Education, which is in force in Lower Canada at the time of the forthcoming proclamation in regard to Confederation, is to remain, and be the System of Education for all time to come; and whatever rights are given to either of the Religious sections shall continue to be guaranteed to them? We are called upon to vote for the Resolutions in ignorance, to some extent, of the guarantees to be given by subsequent legislation, and, therefore, my honourable friend will not take it amiss if I point out to him where the Protestant minority desire a change, with a view of ascertaining how far the Government is disposed to meet their views by coming down with a Measure in which these changes may be embodied. The first thing I wish to mention has caused a good deal of difficulty in our present System, and that is, whether non-resident proprietors shall have the same right of designating the class of Schools to which their taxes shall be given as have actual residents. That is one point—whether a person living out of the School district, or Townships, shall not have the same privilege of saying that his taxes shall be given to a Dissident School, as if he resided upon the property. A second point is with reference to Taxes on the property in incorporated companies. As it is now, such Taxes go in a manner which is not considered satisfactory to the minority of Lower Canada. What I desire to ascertain is, whether some equitable provision will be made, enabling the Taxes on such property to be distributed in some way more satisfactory to the Taxpayers or Companies paying Taxes—perhaps in the same way that the Government Grant is. Some have urged that it should be left to the Directors of such Companies to indicate the Schools to which such Taxes should be given, while others think that each individual Shareholder of the Company should have the right to say how the Taxes on his property should be applied. I am inclined to think the latter method would be found utterly impracticable. I confess it is an extreme view, and I do not think we could expect that. But I do think there ought to be some more equitable way of appropriating the Taxes on such property. These are two points of perhaps inferior importance to the third, and that is, whether a more direct control over the administration and management of the Dissident Schools in Lower Canada will not be given to the Protestant minority; whether, in fact, they will not be left, in some

measure, to themselves. I am quite well aware that this is a question that concerns both Roman Catholics and Protestants, for I believe that about one-third of the Dissentient Schools are Roman Catholic Schools.

THE HONOURABLE MR. HOLTON.—Dissentient, on account of language.

THE HONOURABLE ATTORNEY-GENERAL CARTIER.—Well, not on account of language; there is no difficulty on account of that.

THE HONOURABLE JOHN ROSE.—The question relates to all Dissentient Schools, from whatever cause they may have been led to dissent. The remedy can be made to apply equally to all. I do not ask what precise Measure will be brought down, but I do think the Protestant Taxpayers ought to have more control than they now possess. . . .

THE ATTORNEY-GENERAL CARTIER.—Now with regard to the third enquiry, I am ready also to answer my honourable friend from Montreal Centre, that it is the intention of the Government that in the proposed law there will be a provision that will secure to the Protestant minority in Lower Canada such management and control over their Dissentient Schools as will satisfy them. Now with regard to my honourable friend from Chateauguay, (Mr. Holton), who said that there were Dissentient Schools on account of language.

THE HONOURABLE LUTHER H. HOLTON.—The honourable Gentleman must have misunderstood what I said. The honourable Member from Montreal Centre, (Mr. Rose), was saying that there were Dissentient Schools on account of Religion. I merely suggested that there might be Dissentient Schools on account of language. There was nothing in the law to prevent it. There might be Roman Catholic Dissentient Schools in Municipalities where the majority of the People were Protestant.

THE HONOURABLE ATTORNEY-GENERAL CARTIER.—The honourable Member for Chateauguay, (Holton), has the laws of Lower Canada in his possession. Well, he will not find there is any such thing as Roman Catholic, or Protestant, Schools mentioned. What are termed in Upper Canada "Separate Schools," come under the appropriate words, in Lower Canada, of "Dissentient Schools." It is stated that where the majority is of either Religion, the Dissentient minority,—either Roman Catholic or Protestant,—have the right to establish Dissentient Schools. In the Cities the majority, being Roman Catholics, the Dissentient Schools are Protestant, but in the Townships the majority is sometimes Protestant, and then the Dissentient Schools are Roman Catholic.

MR. J. H. POPE.—What will be the provision made, where the population is pretty sparse, as in some parts of my County? Will you allow the minority of one Township to join with a neighbouring Township for the purpose of establishing a Dissentient School?

THE HONOURABLE ATTORNEY-GENERAL CARTIER.—Yes. There will be a provision enabling the minority to join with their friends in a contiguous Municipality, in order to make up the requisite number.

THE HONOURABLE JOHN SANDFIELD MACDONALD, in the House of Assembly.—While the Government is in a communicative mood, I think it is of some importance that we should know whether it is the intention of the Government to extend the same rights and privileges to the Roman Catholic minority of Upper Canada that are to be given to the Protestants of Lower Canada.

THE HONOURABLE ATTORNEY-GENERAL CARTIER.—I cannot do my own work and the work of others. The Honourable Attorney-General for Upper Canada is not present, but I have no doubt that, on some future occasion, he will be able to answer my honourable friend from Cornwall.

THE HONOURABLE JOHN SANDFIELD MACDONALD.—In the absence of the Honourable Attorney-General West, perhaps the Honourable President of the Council, (Mr. George Brown), will be kind enough to give us the desired information.

THE HONOURABLE GEORGE BROWN.—If my honourable friend wants an answer from me, I can only say that the provisions of the Common School Bill relating to Upper Canada have not yet been considered by the Government. As soon as a Bill is framed there will be no delay in laying it before the House.

THE HONOURABLE CHARLES ALLEYN.—I sincerely hope that the Government may feel disposed to grant to the Roman Catholics of Upper Canada the same privileges they have just promised to the Protestants of Lower Canada.

THE HONOURABLE JOHN ROSE.—The manner and spirit in which the Government have given explanations on the subject ought to be satisfactory to the people of Lower Canada of the Protestant Religion. The liberal manner in which they have dealt with them in the past gives us every reason to be convinced that we will receive justice. I have no hesitation in saying that I have full confidence that the Lower Canada section of the Administration will deal with us in a fair and liberal spirit. I have confidence in my honourable friend, the Minister of Finance, (Mr. Galt), and my honourable friend, the Attorney-General East, (Mr. Cartier), and I am glad to learn that he will give all proper consideration to that financial question, and deal with the distribution of the Assessment of commercial companies in a satisfactory manner. I hope the Minister of Finance, (Mr. Galt), will be disposed to go further, and deal in a similar spirit with the endowment of Colleges.

THE HONOURABLE LUTHER H. HOLTON.—Bring the pressure to bear, and you will get it. Now is the time, before the Confederation scheme comes to a vote.

THE HONOURABLE JOHN ROSE.—Well, it happens that my honourable friend from Chateauguay, (Mr. Holton), and myself hold very dissimilar views respecting the importance of Confederation. If I were disposed to follow such tactics, I might possibly profit by his advice. But I am inclined to overlook a great many things, on which my honourable friend would hesitate, for the purpose of seeing so important a measure carried out. While I have every confidence in the present Government, I feel that we may expect as much justice at the hands of the Lower Canada Local Parliament as from any Government of United Canada that we ever had. We have never yet had occasion to appeal to the Protestant majority of Upper Canada for help; and, if we ever should deem it proper to do so, I have no reason to believe that we should receive more attention than our wants received at the hands of the Roman Catholic majority of Lower Canada. Now, sir, so far as the three questions to which I have made allusion are concerned—the apprehensions of being shut out from the General Government, being handed over to the French in the Local Parliament of Lower Canada, and our educational rights being interfered with—I feel every assurance that the spirit of the answers just given will be carried out.

THE HONOURABLE JOHN SANDFIELD MACDONALD.— . . . And there is another point on which, as yet, we have had no information beyond what was given to-night, when the honourable member for South Oxford, (Mr. Brown), answered me in his curt way. The Government may as well, at an early date,—(I mean the portion of the Government who will have to speak for Upper Canada, and who are especially responsible for the acts of the Administration, with reference to that section of the Province),—give their attention to this question—how far the Roman Catholics of Upper Canada are to be placed in the position of maintaining their Schools and claiming their portion of the Public Funds, and enjoying, generally, the same privileges which are to be enjoyed, according to the declaration of the Honourable Attorney-General East, (Mr. Cartier), by the Protestants of Lower Canada. I express no opinion at this time as to the pro-

priety of the demands made by the Protestants of Lower Canada, or as to what I shall be prepared to do when that question comes up. Nor do I express now any opinion as to the propriety of giving to the Roman Catholics of Upper Canada more rights than they have. But I say the Government ought to address themselves at once to the question, whether they are to make the same provision for the Roman Catholics of Upper Canada as for the Protestants of Lower Canada. This is a matter which comes home to the feelings of the Roman Catholics of Upper Canada, and they have here at this moment Delegates to express their opinions. No doubt, to enforce what they conceive to be their own rights, they will use as a lever the proposition to extend to the Protestants of Lower Canada the privileges which they claim as their due. And depend upon it, that when the time comes for the Protestants of Lower Canada to ask what they assert to be their rights, they will be expected to stand up also for the Roman Catholics of Upper Canada, and to deal out to them the same justice which they expect the Roman Catholics of Lower Canada to extend to them.

THE HONOURABLE GEORGE BROWN.—My honourable friend, (Mr. J. S. Macdonald), from Cornwall does not, of course, agree himself with the views he is now urging. I think he ought to wait until the parties he speaks for ask him to express their views, or allow them to get, as their advocate, one who does share their views. He surely does not want to urge views upon us in which he does not sympathize himself.

THE HONOURABLE JOHN SANDFIELD MACDONALD.—Is my honourable friend, Mr. Brown, ignorant of the Resolutions which have been passed by the Roman Catholics of Upper Canada? Is he ignorant that Vicar-General McDonnell, of Kingston, is here, at the Palace, to give effect to them? And does he say that, whatever opinions I may entertain on the question, I must not presume to ask the Government to state their intentions in regard to it? Their answer should not be delayed on the plea set up by the President of the Council, (Mr. Brown), that they are to consider the matter. It is a matter worthy of consideration, and I press it on the attention of the Government, in order that they may be prepared, for it must come.

THE HONOURABLE ALEXANDER MACKENZIE.—What must come?

THE HONOURABLE JOHN SANDFIELD MACDONALD.—The question must be brought up in this House.

THE HONOURABLE GEORGE BROWN.—Well, bring it up.

THE HONOURABLE JOHN SANDFIELD MACDONALD.—I want the Gentlemen on the Treasury benches, when the question is brought up, and put to them, to be prepared to say what they are to do with reference to the Roman Catholic minority of Upper Canada, as the Attorney-General East, (Mr. Cartier), has manfully stated what he will do for the Protestant minority of Lower Canada. I have never come to this House to act as the champion of any Religious Sect. I have come to do justice to all parties, and I claim that we are entitled to understand, when it is intended to make distinctions for the benefit of the minority in one section of the Province, whether similar distinctions are to be made also for the benefit of the minority in the other section. . . .

THE HONOURABLE JOSEPH CAUCHON, in the House of Assembly.—The honourable member for Hochelaga, (Mr. A. A. Dorion), has declared that he was willing to accord to the Protestants the guarantees of protection which they sought for the education of their children; but in this he has been forestalled by the Quebec Conference, and by the unanimous sentiment of the Roman Catholic population of Lower Canada. If the present School Law be insufficient, let it be changed. Justice demands that the Protestant minority of Lower Canada shall be protected in the same manner as the Roman Catholic minority of Upper Canada, and that the rights acquired by the one and the other shall not be assailed, either by the Federal Parliament or the local Legislatures.

MR. AQUILA WALSH, in the House of Assembly.—There are two, or three, questions in connection with these Resolutions upon which I desire to offer a few remarks. One of them is that of Education. We have already had, in the course of this discussion, a good deal said on this subject. I would simply say, as one of those who gave effect, by my vote, to the present Separate School law of Upper Canada, that in doing so I believed that I was according to the minority of one section of the Province what I conceived the minority of the other section were entitled to,—thus doing justice to all. It gives me, therefore, great satisfaction to observe the recognition in these Resolutions of the principle that the rights of the minorities in each section, with respect to educational facilities, should be guaranteed. I confess that, if I were living in Lower Canada, I should not feel that I was being justly treated in being called upon to contribute by taxation to the support of Schools to which I could not conscientiously send my children. I have the satisfaction of knowing that, after giving my vote upon the last Separate School Bill, and going back to my Constituents, they were fully satisfied with the explanation I gave them, and my action was endorsed by them.

MR. JAMES LYONS BIGGAR, in the House of Assembly.—Another question that I found a little embarrassing in dealing with the scheme of Confederation was that of Separate Schools. The present honourable Solicitor-General for Canada West, (Mr. James Cockburn), came into my Riding and very ingeniously told the people that I was responsible for the Separate School Bill of 1863 having been forced upon them, inasmuch as I had supported the general policy of the Government that had carried the Bill, although I had voted with the honourable Gentleman against the Bill in all its stages, from the beginning to the end. They were satisfied, however, when I told them that I was prepared to vote to rescind the amendments to the Separate School Bill, as introduced by Mr. R. W. Scott. Now, as these Resolutions propose to perpetuate Separate Schools in Upper Canada for all time to come, I feel that they would conflict with the pledges that I have made to the people, and I cannot support them. I was a little surprised to find the Honourable President of the Council, (Mr. George Brown), get up and say that he did not fear any of the evil results that might proceed from the present Separate School Bill. Was that the language of the honourable Gentleman in 1862? Was that the way the subject had been treated in the columns of *The Globe* newspaper when the Bill was being discussed in 1862 and 1863? Every Member of this House will remember how the thirteen Members were spoken of in *The Globe*, in 1862, for having had the courage to vote against the second reading of Mr. R. W. Scott's Separate School Bill of that year,—when 95 Members of the House were willing to vote for its Second reading,—and, in 1863, when the Bill of that year was being passed into law by the Macdonald-Sicotte Government,—how the Members were warned to be true to their pledges, no matter what might become of the Government. Even Doctor Ryerson, the Chief Superintendent of Education for Upper Canada, who had devoted twenty years of the best of his life in perfecting a system of Education, was denounced in the columns of *The Globe* as a deserter of the best interests of Education in Upper Canada for having consented to the amendments, as proposed, in Mr. Scott's Separate School Bill.

MR. WILLIAM FERGUSON, in the House of Assembly.—I am sorry, for instance, for one thing,—that the clause relating to the general education of the people of this country was inserted in its present shape into the Confederation Resolutions. I am sorry the Separate School System is to be retained for Upper Canada. I am sorry that bone of contention is to be incorporated into the permanent Constitution of this Country. Though 52,000 Roman Catholic children in Upper Canada attended School in 1863, no more than 15,000 of them ever availed themselves of the Separate Schools.

A VOICE.—You are wrong.

MR. FERGUSON.—No, I beg the honourable gentleman's pardon, I am not wrong. I take the figures of the Chief Superintendent of Education, Dr. Ryerson. And, of my

own knowledge, in places where Separate Schools have been established, and are still existing, the Roman Catholics have grown weary of them; and I am satisfied that they would now be willing that their children should get their education along with the children of the rest of the community, without any fear that their respect for their own Religion would be interfered with, or their consciences injured. I trust the day will come when they will take the right view of it, and that the question with them with reference to Education may be—not what Church they belong to, but how their children may receive the best education and grow up with other youth in peace and harmony. I regret that the subject is mentioned in these Resolutions.

THE HONOURABLE JOHN SANDFIELD MACDONALD.—I rise for the mere purpose of putting my Amendment on record, for I do feel that the views I am about to express, and which I have ever held since I have been a Member of this House, may not commend themselves to any considerable number of honourable Members. I have no desire that the rights of the Roman Catholic minority of Upper Canada shall be abridged, nor that the rights and privileges of any other Denomination shall be interfered with, in any respect. But I wish honourable Members to bear in mind that the experience we have had in this country,—not to allude to that of the neighbouring States,—proves that a denial of the right of the majority to legislate on any given matter has always led to grave consequences. I need only mention the Clergy Reserve Question. This, it must be recollected, was forbidden to be legislated upon by the Union Act of 1840; yet it was the cause of fierce strife and agitation for many years. The original Constitution of the United States prohibited the question of Slavery from being interfered with by Congress; yet an agitation for its suppression was early commenced, and was at last terminated in civil war. The agitation of the Clergy Reserve Question produced a Rebellion in Upper Canada. I say, Sir, that by making a constitutional restriction in respect to the Schools of the minority we are sowing the seeds from which will, in the end, arise a serious conflict, unless the Constitution be amended. The minority will be quite safe on a question relating to their faith and their education in a Colony under the sway of the British Crown; but, if you expressly withdraw that question from the control of the majority, the rights of the minority will not be safe in either section of the Province, if you distrust the action of the majority. It is our duty, Sir, to see that a question which affects us so dearly as the education of our children,—a question which has before now created no little excitement in Upper Canada,—shall not be withdrawn from the management of the Local Legislature. We ought not to deprive them of a power, which they will want to exercise, just because they are deprived of it, and provoke a desire on their part to alter the system. You may rely upon it, other Religious Bodies will be sure to protest against any particular Creed having special rights, or an exclusive monopoly of certain privileges, whatever they may be. I should be astonished if anyone in this House would say, either to the Protestant minority in Lower Canada, or to the Roman Catholic minority in Upper Canada,—“You are not to trust to the justice of the majority.” Have they ever known a Country where the majority did not control affairs, and where the minority had not to submit? Does not the majority rule, and the minority submit, in England and in France? I have never heard of any State where this was not the case. The minority is safe against undue encroachment on its rights, and I am willing to trust to the sense of justice of the majority in Upper Canada to preserve the Religious and educational liberties of the Roman Catholics of Upper Canada. I am now getting somewhat advanced in years, and I am the more anxious to put my opinions on record because, before long, I shall have the satisfaction of saying—although, perhaps, not on the floor of this House—that I protested against Resolutions intended to prevent the free expression of opinion by the majority of the people of Upper Canada, and the exercise of a power which ought to be entrusted to them. My Amendment is:—

“That the following words be added to the original Motion: ‘And that it be an instruction to the said Committee to consider whether any constitutional restriction, which shall exclude from the Local Legislature of Upper Canada the entire control and

direction of Education, subject only to the approval, or disapproval, of the general Parliament, is not calculated to create widespread dissatisfaction, and tend to foster and create jealousy and strife between the various Religious Bodies in that section of the Province."

If honourable Gentlemen think they are going to silence the bitter feelings which have been engendered in Upper Canada in consequence of the attempt to make permanent a certain System of Education, they are much mistaken; and I desire to have the expression of the opinion of the Members of this House on the subject; whether they think that the restriction in the proposed Constitution I have mentioned is calculated to bring about harmony, and whether it is not better to let the Roman Catholics of Upper Canada and the Protestants of Lower Canada protect themselves, or rather trust for protection to the sense of justice of their fellow-subjects.

MR. ALEXANDER MACKENZIE, in the House of Assembly.—Having already voted for the whole of these Resolutions, as part of the scheme of Confederation, I cannot have any hesitation in voting against the Amendment; but, in doing so, I desire to explain my position. If the honourable Member for Cornwall, (Mr. J. S. Macdonald), had shown the same zeal against the Separate School System when he had the power to prevent legislation on that subject, he would have saved himself, and the party which kept him in power, some trouble. It seems curious that he, who was so anxious to promote the Separate School System then, should now be anxious in quite another direction. This can only be done for the purpose of party strife, to put as many of us, Upper Canadians, as he can in a false position; but I can only tell him that I, having struggled as much as anyone to prevent legislation tending to break up our Common School System, and having found my efforts utterly ineffectual, do not see that our position would be any worse if the Resolutions are carried into law. I formerly stated that I thought the Separate School System would not prove very disastrous if it went no further. I do not now think that these Schools will do much harm, if they remain in the same position as they are at present, and, therefore, although I am against the Separate School System, I am willing to accept this Confederation Scheme, even although it perpetuates a small number of Separate Schools. Under the present legislative union we are powerless in any movement for the abrogation of the Separate School System; it is even very doubtful if we could resist the demands for its extension. We will not be in any worse position under the new Confederation system, and, in one respect, we will have a decided advantage, in that no further change can be made by the Separate School advocates. We will thus substitute certainty for uncertainty. I deeply regret that the honourable Member for Cornwall should have thought it necessary for any purpose to move this Resolution.

The Honourable J. S. Macdonald's Amendment was then negatived on the following division:—Yeas, 8; Nays, 95.

Mr. F. Bourassa then moved in amendment:—

"That the following words be added to the original Motion:—'And that it be an instruction to the said Committee to provide that the Roman Catholic minority of Upper Canada be placed on the same footing as the Protestant minority of Lower Canada, under the local governments of the Confederation of the Provinces of British North America.'"

This was also negatived on the following division:—Yeas, 20; Nays, 85; and so the debate, in regard to the educational features of the Confederation Scheme, ended.

REMARKS ON THE NEW SEPARATE SCHOOL AGITATION, BY THE CHIEF SUPERINTENDENT OF EDUCATION.

SPECIAL NOTE.—Each successive Separate School Law agitation in Upper Canada, during fifteen years, has been commenced by attacks upon the Education Department and Separate School Law for the time being. On another renewal of these attacks and agitations I have felt it due to the Supporters of our School System to furnish at once materials for refuting the statements put forth for showing the unreasonableness of the demands made, and to suggest the only true course of further legislation on the subject, if further be required.*

After dealing specially with the statement of the *Canadian Freeman* and Mr. James O'Reilly on the Separate School Question, Doctor Ryerson proceeds to deal with the subjects generally as follows:—

I affirm that the passage of the Separate School Act of 1863 was an honourable compact, between all parties concerned, for the final settlement of that question; and the renewed agitation of it, in less than two years, is not only a violation of that compact, but a warning to the people of Upper Canada that if they are compelled again to legislate on the subject their peace and the safety of their institutions will require them to sweep the last vestiges of Separate School law from their Statute Books, and place all Religious Persuasions in the same relation of equality to their Schools as exists in the New England States, and in the neighbouring State of New York.

The Freeman, indeed, affirms that "from the first moment the Bill of 1863 was introduced we protested against it, as an insult to the Catholics of Upper Canada." But *The Freeman* does not add, that when *The Globe* newspaper quoted his sayings as those of the Roman Catholic Bishop of Toronto, his Lordship caused the following note to be written to the Editor of *The Globe*, and which was published in it on the 23rd of March, 1863:—

"In your issue of this morning you state that the *Canadian Freeman* is the regularly authorized organ of the Bishop of Toronto, Doctor Lynch.

"His Lordship wishes it to be understood that he has no official organ. He wishes me also to state that, as far as he knows the sentiments of his Right Reverend brethren, the Catholic Bishops of Upper Canada, and of the Catholics generally, they are quite satisfied with Mr. Scott's Separate School Bill.

"GEORGE NORTHGRAVES, *Rector of St. Michael's Cathedral.*

"TORONTO, 20th March, 1863."

I have become accustomed to respect the Right Reverend Doctor Lynch, like the late lamented Bishop Power, as a just and honourable man; and I have hoped to be able in future years, as I have the last two years, to act cordially with him in all School matters. I have not yet heard that his Lordship, or any Roman Catholic Prelate in Upper Canada, has authorized this new agitation, and I shall be much surprised and disappointed to learn that such has been the case in any instance.

I have first a few words to say on the alleged cause of this new Separate School agitation.

The School Act on which our present School System is based was passed in 1850, but Separate Schools have been allowed since 1841. Dissatisfaction and agitation arose

*This I deem to be more necessary just now as a formal agitation for the extension of the Roman Catholic Separate School System has been inaugurated in various parts of Upper Canada. Already influential Meetings of Roman Catholics, to promote this object, have been held in Toronto, Kingston, Ottawa, Perth, and other important Towns, and Resolutions of a more sweeping character than usual passed unanimously.

on account of the restrictive interpretation given by the Superior Judges as to the provisions of the Act of 1850, respecting the establishment of Separate Schools in Cities and Towns. In 1851, (on my return from England), I met the then Roman Catholic Bishop of Toronto and a Vicar-General, and proposed the draft of a short Bill which they approved, with many thanks, and which was passed by the Legislature. But in a short time a new Separate School agitation was commenced, accompanied by much discussion, and the Separate School Act of 1855 was the result, declared by *The Freeman* and other parties to be the death knell of our Common School System, and a new and glorious era of Separate Schools. But the Common School System lived in unimpaired health, and advanced with accelerated power, while the Separate Schools remained nearly as few, as far between, and as feeble as they were before 1855. Dissatisfaction on the part of the advocates of Separate Schools again arose, and the Separate School Law of 1855, (prepared and introduced into the Legislature by the Representatives of the Roman Catholic Church), was denounced, like its predecessor, as "a sham and a fraud." A new Separate School Bill was introduced in 1860, by Mr. R. W. Scott, of Ottawa, and pressed again with modifications in 1861, in 1862, and in 1863, when the present Separate School Law was passed, and accepted on the part of the Authorities of the Roman Catholic Church as a final settlement of the question. But in less than two years the old agitation is recommenced, and the old terms of denunciation against the Separate School Law and the Chief Superintendent are again employed and set to work in the service of a fresh agitation.

Such is a glimpse of the Separate School agitation in Upper Canada during nearly half of a human life. Now can it be that acute Ecclesiastics, and learned Lawyers, and able Statesmen of the Roman Catholic Church have been deceived thus time after time as to the import and character of laws which they themselves framed and advocated? Or is there not a chronic and inherent weakness in the very condition of Separate Schools which renders them sickly and stunts their growth in comparison with that of Public Schools, and which no law compatible with free government and the rights of man can remedy? I can truly say, beyond the power of successful contradiction, that I have sought to the utmost to give the most liberal application and the fullest effect of these successive Separate School Acts, as I have a deep sympathy with the Roman Catholic people, and have endeavoured to do to them as I would be done by, and to aid them all in my power in their educational efforts—deeply sensible, as I am, from year to year, that, with the incubus of Separate Schools upon them, Roman Catholics labour under great disadvantages in comparison with their neighbours and fellow-citizens of other Religious Persuasions.

Now the alternatives before the public of Upper Canada are: either to live in this state of civil turmoil, or grant the further legislation demanded, or to abolish the Separate School law altogether.

As to the second of these alternatives, I am prepared to show before any Committee or Tribunal that the Separate School Act of 1863 contains all the provisions in behalf of Trustees and Supporters of Separate Schools, that the Common School Act does in behalf of the Trustees and Supporters of Common Schools, (and several additional ones, as shown above), with two exceptions:—1. The Supporters of Common Schools have to provide by assessment a sum equal to the Legislative School Grant, in order to be entitled to it. The law formerly required the same condition on the part of the Supporters of Separate Schools, in order to their sharing in the Legislative School Grant; but they complained of it as a grievance, and the Separate School Acts of both 1855 and 1863 relieved them of that condition. 2. The Trustees of Common Schools, as also Trustees of Separate Schools, can levy and collect Rates from their supporters for all School purposes; but, in addition, the former can call upon the Municipal Councils to levy Rates on their Supporters for them, while the latter cannot require the Municipal Council to levy and collect Rates of their Supporters, although they could at all times levy and collect such Rates themselves. The reason of this difference is, first, the School Law of Lower Canada took away in 1857, from Municipal Councils there, the power of

levying and collecting Rates in behalf of Dissident, or Protestant, Schools; and, of course, the Upper Canada School Act of 1863 contained a corresponding provision in respect to Separate Schools. This, however, is of trifling importance on either side, as Trustees can quite as well, through their own Collector, collect their School Rates, as to collect them by the agency of the Municipal Council. But the primary reason is, that on the principle of the declared separation of Church and State, the Municipalities, any more than the Legislature, cannot impose and collect Taxes for Church Schools, any more than they can impose and collect taxes for Church building, or Church Ministers of any kind.

Separate Schools cannot be claimed upon any ground of right, as I have often shown in discussing the subject in former years. All that any citizen can claim as a right on this subject is equal and impartial protection with every other citizen. All that can be claimed, or granted, beyond this must be upon the ground of compact, or of expediency, or indulgence. I have ever regarded the existence of the Separate School provisions of the Law in the light of a compact, commencing with the Union of the Canadas; and, as such, I have endeavoured, in behalf of the public, to maintain it faithfully and liberally.

I think no one will maintain that Separate Schools are expedient for the interests of the State. Nay, those interests are more, or less, injured by every act of class legislation, and its strength is weakened by every sectional division which its citizens have created by law. If it was a source of individual pride and of the strength of the State, in ancient days, for a man to say, "*Romanus Sum*,"—"I am a Roman"; so would it be now, under a legislation of equal rights and privileges, without the shadow of distinction in regard to sect, or party, for a man to say, "I am a Canadian." For every man to feel that he stands in all respects upon equal ground of right and privilege with every other man in relation to the State and Law, must best contribute to the true interests and real strength of the State, and best respond to the spirit and principles of free government.*

He must be a narrow-minded and unpatriotic Protestant who would wish its influence and power extended by the unnatural, though self-exclusion of any class of the community.

But the chief injury of such isolation must fall upon the Roman Catholics themselves. The injury to the State at large from such an unnatural division of its citizens in public institutions is small in comparison of the injury which the Authors of such division inflict upon the isolated community itself. From the comparative paucity of its resources, the Elementary Schools of such a community, except in a few Cities and Towns, must necessarily be inferior to the Schools in which the youth of the great majority of the population are educated.* Then the youth of these inferior Schools are

*Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, has, at much pains and labor, collected the statistics of Public Religious Instruction given to children in the City of Toronto; and the Editor of "*The Hamilton Spectator*" has done the same in regard to the Religions of children in that City. These statistics are given in the current February number of the "*Journal of Education*" for Upper Canada, and prove conclusively that the Religious Instruction of youth in these two Cities, is as extensive as their Common Schools Instruction; and that Religious Instruction being given by the respective Pastors and Parents of the children, is, of course, much more thorough, practical and efficient, than any perfunctory instruction given by a Day School Teacher, were it possible for him to give any specially Religious Instruction at all, in connection with his other various teachings, during the six hours out of the twenty-four of the five days of the week that the children are under his oversight.

*Since the above was written, the following illustration of the accuracy of my remarks, even in regard to a City, is furnished by the following extract of a letter from a Correspondent of the Roman Catholic "*True Witness*," of Montreal. That Correspondent, writing from the City of London, C.W., respecting the Separate Schools in that City, says:—
 "Our Schools are well attended, but, I regret to say, are not in such a state of efficiency, as to compare altogether with the Common Schools. This is the only drawback to the present, or ultimate, success of our Schools,—a difficulty which must be met—because indifference and neglect on this matter might lead to an entire repudiation of the Separate School System in Canada West, as practically unable to afford those facilities and advantages in the matter of education which were held out as an inducement to its establishment. Seven years ago we were led to expect our Separate Schools would be at least equal in all respects to those from which we separated."

not only excluded from the advantages of the better Schools, (whose doors are open to all without the slightest interference with the Religious faith or feelings of any), but they are deprived of all those springs of mental development, activity and energy which arise from competition and emulation with the other youth of the land. Thus inferiority of mental culture and development is necessarily stamped upon the mass of the community that is thus isolated from the Public Schools of the Country. And the youth who thus grows up to manhood in a School of separation commences the battle of life, not only with inferior mental and social preparation, but comes forth into the arena of competition and enterprise estranged from, and a stranger to, the habits, views and associations of those with whom his pursuits and fortunes are linked. Is it surprising that a youth whose early energies and means of improvement are thus dwarfed by isolation and inferior School instruction should, in the career of life, be distanced in every race of enterprise in business, profession and public ambition by his early more favoured rivals and competitors?

So deeply impressed are many Roman Catholics with the irreparable injuries inflicted upon their children by taking them from the Public Schools, and isolating and sending them to inferior Separate Schools, that I have known instances of their obeying authority so far as to return their names and give their subscriptions as Supporters of a Separate School, and then send their children to the Public School, and pay a large Fee for the privilege of doing so,—a privilege which they had forfeited by returning their names as Supporters of a Separate School; and, of the 504 Roman Catholic Teachers employed in the Schools in Upper Canada, only 171 of them are employed in Separate Schools, while 333 of them are employed in Public Schools,—the Schools denounced by *The Freeman*, Mr. O'Reilly, and other Separate School Agitators; and of the more than fifty-five thousand Roman Catholic children taught in our Schools in 1863, upwards of forty thousand of them attended the Common, or Public, Schools, while but fifteen thousand attended the Separate Schools.

The fact is that the tendency of the public mind and of the institutions of Upper Canada is to confederation, and not to isolation,—to united effort, and not to divisions and hostile effort,—in what all have a common interest.* The efforts to establish and extend Separate Schools, although often energetic and made at great sacrifice, are a struggle against the instincts of Canadian society, against the necessities of a sparsely-populated Country, against the social and political present and future interests of the parents and youth separated from their fellow-citizens.

If, therefore, the present Separate School Law is not to be maintained as a final settlement of the question, and if the Legislature finds it necessary to legislate on the Separate School Question again, I pray that it will abolish the Separate School Law altogether; and to this recommendation I am forced, after having long used my best efforts to maintain and give the fullest effect and most liberal application to successive Separate School Acts, and after twenty years' experience and superintendence of our Common School System.

TORONTO, February 15th, 1865.

EGERTON RYERSON.

*The late Right Honourable Thomas Wyse, long a distinguished Roman Catholic Member of Parliament and Educationist, and afterwards Her Majesty's Minister to the Court of Greece, at Athens, wrote largely on the universal education of the Irish people, and in favor of mixed schools, as essential to its attainment. In his great work on Educational Reform, he thus speaks of a system of separate, or denominational, schools, and of the kind of instruction given in them. He says: "We grow Protestants, and we grow Catholics," "and degrade Seminaries for the universal mind of the Country into rival garrisons of faction."

CIRCULARS FROM THE CHIEF SUPERINTENDENT OF EDUCATION ON THE GRAMMAR SCHOOL IMPROVEMENT LAW OF 1865.

I. TO THE WARDENS OF COUNTIES IN UPPER CANADA.

I have the honour to send you herewith, for the information of the County Council over which you preside, a copy of the new Grammar School Improvement Act, by the provisions of which it will be seen that Cities, with one exception, are made Counties for Grammar School purposes; and the County Council will hereafter appoint one-half of the Members of the Board of Trustees of any Grammar School situated in any Town, or Incorporated Village, and the Municipal Council of such Town, or Village, will appoint the other half of the Members of such Board. In regard to Grammar Schools not situated in any Town, or Incorporated Village, the new Act makes no change in the mode of appointing Trustees; the appointment of these Trustees still rests with the County Council.

2. The great object of this Act is to make Grammar Schools what they were intended to be, and what they ought to be, namely: Intermediate Schools between the Common Schools and the University Colleges; to prepare these Pupils for matriculation into the University, who intend to acquire a University education; to impart to other Pupils the higher branches of an English education, including the elements of French, for those who intend to engage in the various pursuits of life without entering the University; and also to impart a special preparatory education to those who intend to become Surgeons and Civil Engineers.

3. It is upon this broad basis, and with these comprehensive and important objects in view, that the Programme of Studies and Regulations has been revised; and on these grounds they present strong claims to the liberal support of the Counties and Municipalities where they are established—not, in any way, being the rivals of the Common Schools, nor permitted to do Common School work, but to perform a higher educational work of the greatest importance to the advancement of the Country, which can neither be done by the Common School on the one hand, nor by the college on the other.

4. The progress, Institutions, Professions and Employments of our Country, together with the influx of many well-educated Persons from other Countries, render these Intermediate Schools an indispensable necessity if our native youth are to maintain their proper position in society, and if our Country is to maintain its rank in comparison with other educating and progressive Countries. But the Grammar Schools cannot accomplish the objects of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such Schools ever did fulfil their mission by mere Fees of Pupils and a small Legislative Grant, without liberal local support, unless they had a large independent Endowment—which is not the case with the Grammar Schools of Upper Canada. The County Councils have, of late years, created a large number of Grammar Schools; and the authors of any offspring ought not to leave it to languish and starve for want of support.

5. It appears from the Returns of 1864 that to 49 of the 101 Grammar Schools some Municipal aid had been granted last year; but the other 52 Grammar Schools have had no other resources than the Fees of Pupils and the Apportionment from the Grammar School Fund. It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodation and efficiency, inferior to the Common Schools in the same Town or Village. This ought not so to be. All reasonable men must admit that it is better to discontinue the Grammar Schools, where there are no materials for their operations and support, and concentrate joint Legislative and Municipal appropriations upon a smaller number of good Grammar Schools, than to dissipate these funds upon a large number of poor and needless Schools. In order to remedy this evil to some extent, it has been provided that no Grammar

School shall be entitled to share in the Grammar School Fund which has not proper accommodations provided for it, and an average attendance of at least ten Pupils in one of the Languages, for teaching which that Fund was originally created; and the Sixth Section of the new Grammar School Improvement Act provides that "No Grammar School shall be entitled to share in the Grammar School Fund unless a sum shall be provided from local sources, exclusive of Fees, equal at least to one-half the sum apportioned to such School, and expended for the same purposes as said Fund," namely, for the Salaries of Teachers.

6. The Grammar School Act does not say in what way the proportionate sum from "local sources" shall be provided; but I would suggest that, as the County Council appoints one-half of the Board of Trustees for the management of each Grammar School, the County Council should provide one-half of the sum required by law to be provided from "local sources" as a condition of sharing in the Fund. But a higher and broader ground for this suggestion is, not only that the Grammar School is a National School and the Country has a special interest in it, as has the Country at large, as evinced by the Legislative provisions for Grammar Schools, but a large number of Ratepayers in the country parts do not send their children to the Common Schools, but to the Grammar and other Schools; yet their properties are largely assessed for providing Common School premise and for supporting Common Schools. It is but equitable, therefore, to these Ratepayers,—apart from other considerations,—that a small portion, at least, of the School Assessments in Counties should go to support the one or more County Grammar Schools. It is to be recollected that the County School Assessment forms but a small part of the Assessments levied (by Municipal Councils and Trustees) in the County for School purposes; and it is only by the County Council granting some part of its School Assessments in aid of Grammar Schools that it can do justice to those Ratepayers who have sent, or are sending, their children to the Grammar, and to other than Common, Schools, yet have paid Assessments in all past years for the support of Common Schools. Therefore, upon these personal grounds of equity between different classes of Ratepayers, as well as upon these broad, public and national grounds, I trust that your County Council will aid in doing for the few Grammar Schools what has been so long and liberally done by all classes for the Common Schools.

7. Relying upon your intelligent and liberal co-operation (which you have so nobly evinced in regard to the Common Schools), and anxious to the utmost of my power to facilitate the exertions of your Grammar School Trustees, I will make and pay the Apportionment for 1866 in aid of each Grammar School conducted according to law, without waiting for the payment of the proportionate sum required by law to be provided from local sources. The vital principle of our Common School system, and the most potent element of its great success, is this co-operation between the Legislature and each Municipality in its support. Many Municipalities have far exceeded the required conditions of the law in making provision for Common Schools; I trust, by a similar intelligence and liberality in regard to the Grammar Schools, it will soon be your happiness to see them, equally with the Common Schools, fulfilling their appropriate mission, and conferring inestimable blessings upon the Country.

TORONTO, 9th November, 1865.

EGERTON RYERSON.

II. TO THE MAYORS OF TOWNS AND THE REEVES OF INCORPORATED VILLAGES IN UPPER CANADA.

I have the honour to transmit you herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act of 1865, by the Second Section of which your Council will, hereafter, have the appointment of one-half the Members of the Board of Trustees for the Grammar School situated within your Municipality. Your County Council still retains the appointment of the other half of the Members. I enclose you herewith a copy of the Circular which I have addressed

to your County Council on this subject, and I beg to call the attention of your Council to the remarks contained in that Circular on the objects of the new Act, the relations and character of Grammar Schools, and the importance and obligations of providing for their support.

2. The Sixth Section of the Act provides that "No Grammar School shall be entitled to share in the Grammar School Fund unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such School, and expended for the same purpose of said fund,"—namely, for the Salaries of Teachers. The Act does not prescribe any particular mode of providing this proportionate sum "from local sources," but I have suggested that the County Council provide one-half of it, as that Council appoints one-half of the Members of the Board of Trustees; and I now take the liberty of suggesting that your Council, as it appoints the remaining half of the Members of the Board, should provide the other half of the sum required from local sources—that is, one-quarter of the sum which I shall apportion and pay to your Grammar School out of the fund provided by the Legislature for that purpose. Indeed, as the Grammar School is situated in your Municipality, the expenditure for its support takes place there, and the greater part of its advantages are there enjoyed; and, moreover, as the property of many of your Ratepayers, who send their children to the Grammar School, has long been taxed for your Common School purposes, I hope that your Council will, upon the ground of equity between one Ratepayer and another, as well as upon public grounds, liberally provide for the accommodation and support of your Grammar School, as you have done for Common School accommodations and support; and, especially, as it is the object of the new Act, and of the recent Regulations, to make the Grammar Schools what they ought to be, and what the progress and institutions of the Country demand, videlicet: Intermediate Schools between the Colleges and the Common Schools, doing work of the greatest importance, which cannot be done by either the Colleges, or Common Schools; imparting to the youth the higher branches of an English education; preparing Students for the University; and giving the necessary preliminary education to those who wish to become Surveyors and matriculate in the Department of Civil Engineering in the University. The Programme of Studies has been revised and adapted to promote these objects, as well as to provide a thorough commercial education. Thus your Grammar School may be made truly and practically the High School of your Municipality; and I earnestly hope that nothing will be wanting on the part of your Council to render it so, as, I can assure you, I will heartily co-operate with you in every way in my power for that purpose.

TORONTO, 10th November, 1865.

EGERTON RYERSON.

III. TO THE MAYORS OF CITIES IN UPPER CANADA.

I have the honour to transmit herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act, the First Section of which provides that "Each City shall, for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School in the County is situated within a City, the Council of such County shall appoint one-half the Trustees of such Grammar School." The City of Kingston is the only City to which the latter clause of this Section of the Act applies. The Sixth Section of the Act provides that "The Grammar Schools shall not be entitled to share in the Grammar School Fund unless a sum shall be provided, from local sources, exclusive of Fees equal at least to half the sum apportioned to each School, and expended for the same purpose as the said Fund"—namely, for the payment of Teachers' Salaries. I have suggested to the County Council that as it, jointly with your City Council, appoints the Trustees, each Council should provide one-half of the amount required to be raised

from local sources. This may be done by making an appropriation from the Clergy Reserve moneys, or from the general funds of the Municipality.

The new Act places your Grammar School wholly under the management of a Board of Trustees, appointed by your Council; and the object of the Act, and of the recently revised Programme of Studies is to make your Grammar School what it ought to be, a High School for your City,—an intermediate School between the Common Schools and the University,—preparing Pupils to matriculate into the University, either in Arts, or Law, or in the Department of Civil Engineering, providing for intended Surveyors their preliminary education, and imparting the higher branches of an English and Commercial education to those youths whose Parents do not wish them to study Greek, or Latin. The progress and institutions of our Country render such Schools an indispensable necessity.

3. Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodations and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your Citizens have never sent their Children to the Common Schools, although their property has been largely taxed to provide for the accommodation and support of those Schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School Assessments should go to provide for the accommodation and support of your Public Grammar Schools.

4. Relying upon your intelligent and liberal co-operation in regard to your Grammar School, and desirous of facilitating, as far as possible, the exertions of the Trustees which you may appoint, I will pay the Apportionment to it in 1866, without waiting for the proportionate sum required by law to be provided from local sources. I trust your Grammar School will soon take its appropriate place among the Public Schools of your City—so honourable to the citizens and so hopeful for their offspring.

TORONTO, 12th November, 1865.

EGERTON RYERSON.

IV. TO THE BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER CANADA.

I herewith transmit you a copy of the new "Grammar School Improvement Act," and of the revised Programmes of Studies, which have received the approval of the Governor-General-in-Council, and which are designed to give effect to the wishes of the Legislature, and the comprehensive objects of the new Grammar School Law, namely: to make the Grammar Schools and the High Schools of their respective localities,—Intermediate Schools between the Common Schools and the University—to prepare youth to matriculate in the University, in Arts, in Law, and in the Department of Civil Engineering, to give to intended Surveyors their preliminary education, and to impart the higher branches of an English and Commercial education to those youth whose Parents do not wish them to study Greek, or Latin.

2. My printed Circulars to the Municipal Councils of Counties, Cities, Towns, and Incorporated Villages, which are sent to you, explain the equitable and public grounds on which a liberal Municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one third will be added to the Grammar School Fund, for the payment of Teachers' Salaries. One condition required by the Regulation is, that "after the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted,) of at least ten pupils learning Greek, or Latin." It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular pupils in those subjects, the teaching of which was its primary object. It is much better to concentrate the School

Fund, and to give adequate support to a smaller number of good Grammar Schools, than to dissipate it on a large number of inefficient and nominal Schools.

3. Hitherto, many of the Grammar Schools have done little as classical Schools, and taught few, if any, of the English branches of a good education, which have been as well, if not better, taught in many of our Common Schools. The object of the Grammar School Law, and of the revised Programmes of Studies, is to prevent any further dissipation of the Grammar School Fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English High Schools; and to render them efficient in their appropriate work of elementary classical, and superior education. But, while it is intended that they shall accomplish, to as great extent as possible, the ends of good Classical Schools, special regard is had in the second, or English, Course of Studies, to the increasingly wide and pressing demands of a high English and Commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed that the Pupils are not to take certain subjects of the Grammar School Course as a matter of form, in order to be retained as Grammar Schools Pupils, while they are, in reality, but Common School Pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Grammar School Pupils but those who really are so, and who are *bona fide* pursuing the whole of the subjects in one of the two courses of Studies prescribed in the Programme. The Pupils of all the schools are to be finally admitted, on examination, by the Inspector. This places all the Schools on the same footing, and brings the Pupils of each, on their admission, up to the same standard; and every School shares in the Fund according to its work, irrespective of County, or locality. Under the provisions of the new Grammar School Act, there is no apportionment to Counties according to population, nor any distinction between Senior and Junior Grammar Schools; but, as the Seventh Section of the Act expresses it: "The Apportionment, payable half yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

5. During more than ten years, I have employed my best exertions to get the great principle of our Common School System applied to that of the Grammar Schools, namely: the principle of each Municipality providing a certain proportionate sum, as a condition of sharing in the School Fund provided by the Legislature. This is the vital principle of our Common School System, and is the main element of its wonderful success. The intelligent liberality of the Municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools; I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the County, City, Town, and Village Municipalities, and to facilitate, as far as possible, the labours of the Trustees, I will make and pay the next year's Apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for the Trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honour, as well as a general blessing to the Country.

THE GIVING OF BOOKS AS PRIZES IN THE SCHOOLS.

In addition to the salutary system adopted by the Education Department for the establishment of Public School Libraries, it has been found to be most desirable to supplement that system by making provision for a more general diffusion of a class of books, containing Tales and Sketches of practical life, which, from their very nature and popular style, are more suitable for the mental capacity of the youth in our schools. With that view, a portion of the Legislative Grant was given for the purpose of giving Books of this kind as Prizes to deserving Pupils in the schools. As the scheme was a new one, some mistakes were made at first in awarding these Prize Books, and complaints reached the Department that partiality and unfairness was sometimes practiced.

To remedy this defect in the scheme, a series of neatly lithographed "Merit Cards" was prepared, representing one, ten, fifty, and one hundred merits, to be given to the Pupils in the Schools solely as the result either of their recitation, or examination, or of their attendance and good conduct. As the Pupils' merit cards increased, those of a lower denomination were exchanged for those of a higher grade, so that at the time of the distribution of the Prize Books the Pupil with the largest aggregate of "Merits" got the higher prize in the shape of one or more Books of a higher value.

In his Annual Report for 1865 the Chief Superintendent thus refers to this matter. He says:—

The importance of this comparatively new feature of the School System can hardly be over-estimated. A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the books at cost prices, the Department adds one hundred per cent. to whatever amount may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools.

A series of "Merit Cards," with appropriate illustrations and mottoes has been prepared by the Department and these Cards are supplied to Trustees and Teachers at a very small charge. . . . These Merit Cards are to be awarded daily. . . . to Pupils who deserve them. One class of Cards is for "Punctuality"; another for "Good Conduct"; a third for "Diligence"; a fourth for "Perfect Recitation." . . . Thus, an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitation, or other exercise, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends.

There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon comparative success of single examinations at the end of the School Term or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. . . . The second peculiarity is that the standard of merit is founded on the Holy Scriptures, as the mottoes on each card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait-character illustrative of the principle of the motto, and is worthy of imitation.

The Prize Book System, and especially in connection with that of the Merit Cards, has a most salutary influence upon the School discipline, and upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading and information.

OPINIONS OF TEACHERS AND TRUSTEES IN REGARD TO THE INFLUENCE FOR GOOD OF THESE MERIT CARDS.

A Teacher, in one of the Townships, writes as follows, in regard to the new system of Merit Cards:

The distribution of the Merit Cards with the Prizes in view, has had a most beneficial effect on my Pupils, and has worked like a charm in my School.

Another Teacher, also, says:

The series of Cards which you have issued is greatly admired by all who see them, and is also the means of doing great good among the children.

A Teacher in Hibbert writes to the Department as follows:

So delighted are my Pupils with your beautiful Merit Cards, that the little ones have made up a dollar amongst themselves, and they have requested me to remit it to you for fifty of your "one hundred Merit Cards," to be sent by mail.

A School Trustee writes as follows:

We got a package of Prize Books, last year, from your Department, which made a great change in the improvement of our School—it was the best investment we ever made in our School. If you have different books from what you sent us last year, send them, as last year's Books are all read by most of the Scholars. Please make the best selection you can.

PRIZES IN SCHOOL FOR SCHOOL ESSAYS ON HUMANE EDUCATION, BY THE WOMAN'S BRANCH OF PENNSYLVANIA SOCIETY FOR PROTECTION OF DUMB ANIMALS.

There is so much that is painful connected with the work of our society, that we refer with pleasure to another and brighter side; viz.: our plan of humane education in the Schools,—a plan, by the way, which, it is but just to say, did not originate with us, but was first proposed here by Mr. Angell, President of the Massachusetts Society. We have begun to work upon this system, and find it brings its own reward, it is so interesting and gratifying to us. In the first place, we had a number of large Cards prepared, suitable for hanging upon the walls of School-rooms, with the following inscription:

"I promise to protect dumb animals; and may God in His mercy protect me!"

We have begun to visit the Grammar Schools; and to each School we give two of these Cards. The Scholars in these Schools are requested by their Teachers to write compositions on the subject of the proper treatment of animals. . . . We then pay a visit to the School, award some modest prizes to the writers of the best three compositions, selected by the Executive Committee, have them read aloud for the benefit of all present, make two or three little addresses to the children, and are entertained with some of their exercises in singing, playing, or declamation. . . . God grant that the rising generation may improve upon the one that has preceded it!

This is a capital scheme of Humane work in the Schools for Canada to adopt. It would bear precious fruit and would greatly help the various Humane Societies throughout the Dominion.

ANTI-BRITISH INFLUENCE OF UNITED STATES READERS, HISTORIES, AND GEOGRAPHIES.

It having been found that the United States School Books, which, in the early days were in general use in Upper Canada, the Chief Superintendent found it necessary to supersede them by such School Books of the Mother Land as were adapted to our Canadian School System, and in that way the Irish National School Readers were introduced, and various editions printed in Canada for use in the Schools. The difficulty with Histories and Geographies remained, until Mr. John Lovell, of Montreal, with his usual enterprise, undertook the publishing of Geographies and a History of Canada, and other British Colonies adapted to our Canadian Schools. The Council of Public Instruction for Upper Canada consequently withdrew its sanction to the further use of Morse's United States Geography in our Schools, and issued a notice to School Trustees and Teachers on the subject. As that Geography and other United States Books still lingered in the Schools, the Council subsequently issued the following notice:—

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the Public Schools of Upper Canada. Hereafter it will not be lawful, (after the copies now in actual use in any School are worn out), to use either Morse's or any other American Geography in either the Grammar, or Common, Schools of Upper Canada. A violation of this order in any case will render liable the School concerned to the loss of its share in the Grammar School Fund, or the Legislative Common School Grant, as the case may be.

After this notice appeared the Chief Superintendent received the following Letter from the State Superintendent of Schools, in Pennsylvania:—

I was greatly surprised to see, in your *Journal of Education* for August, a notice to the effect that the use of any American Geographies will subject the School to the loss of its share of the School Fund. I was surprised because I was utterly at a loss to know the reasons for such prohibition. Most certainly every Country has the right to prohibit the use of any Book in its Schools, and no citizen of any other Country has the right to call the action in question, still, it may not be wholly improper for a private citizen to ask for the reasons for such action.

HARRISBURGH, PA., 5th October, 1865.

CHAS. P. COBURN, *State Superintendent.*

To this Letter the Chief Superintendent replied as follows:—

I have the honour to acknowledge the receipt of your Letter of the 5th instant, and have much pleasure in complying with your request, stating the reasons, by a section of our School law passed in 1846, why foreign School Books, in our English language, are not allowed to be used in our Public Schools, without the express sanction of the Council of Public Instruction. . . .

I cannot better explain to you the reasons for this provision of the Law, than by quoting from a Special Report which I presented to our Legislature in June, 1847:—

"In regard to the exclusion of American Books from our Schools, it is not because they are foreign books simply that they are excluded; but because they are, with very few exceptions, anti-British in every sense of the word.

"They are unlike the School Books of any other enlightened people. The School books of Germany, France, and Great Britain, contain nothing hostile to the institutions, nor derogatory to the character of any other Nation. I know not a single English School Book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and Government. It is not so with American School Books. With very few exceptions, they abound in statements and allusions

prejudicial to the institutions and character of the British Nation. It may be said that such statements and allusions are "few and far between," and exert no injurious influence upon the minds of children and their parents. But surely no School Book would be tolerated which should contain statements and allusions, "few and far between," against the character and institutions of our common Christianity. And why should Books be authorized or used in our Schools inveighing against the character and institutions of our common Country? And as to the influence of such publications, I believe such Books are one element of powerful influence against the established Government of the Country. From facts which have come to my knowledge, I believe it will be found, on inquiring, that in precisely these parts of Upper Canada where United States School Books had been used most extensively, there the spirit of insurrection, in 1837 and 1838, was most prevalent."

I may remark that at a National School Convention, held at Philadelphia ten or twelve years ago, and over the proceedings of which the late venerable Bishop Potter presided, I drew attention to the anti-British peculiarity of your School Books, and the unreasonableness of it, and the provisions of our Law in consequence of it. The unadvisableness of continuing such a peculiarity in your Text-books was admitted by the best Educationists in the Convention, and the propriety of correcting it.

I have done all in my power to cultivate and inculcate the most liberal and friendly feelings between this Country and the United States, and have often been assailed in the public press for my alleged American partialities; but I should be wanting in duty to my own Country to encourage, in the education of its youth, the use of Books which disparage the Government and Institutions which it is their duty to respect and support.

TORONTO, 11th October, 1865.

EGERTON RYERSON.

A BRITISH VIEW OF THE SUBJECT.

From an elaborate article in a recent number of the *British Quarterly Review*, from the pen of the Reverend Doctor Vaughan, who recently paid a visit to the United States and Canada, I select the following truly philosophical remarks on the pernicious influence of American School Readers, Histories and Geographies:

One fact bearing on this point has especially arrested my attention. It is admitted that the artisan class in this Country have been found, in the main, steady in their adherence to the cause of the North, and little disposed to bear with anything in favour of the South. But in the United States, it seems, it is the artisan and labouring classes especially that are found when popular orators fling their invectives against England. . . . If, however, the humbler classes in the United States are in advance of the same class among ourselves in certain elements of school routine, it has somehow come to pass that the balance of clear and moral intelligence on political questions lie with England, and not with the United States. You may dot a land with School-houses to any extent you please, but Society is the great free School after all.

One cause of this difference I think I see. The primary Schools in the United States have in their Lesson Books a great deal of the Fourth of July tone in them, and impassioned speeches against England are thus made to be familiar to American youth from their childhood. I was a Visitor to a School of freed negro children in Washington, the Mistress was requested to call upon some of the elder scholars to read. The lesson chosen consisted of specimens of oratory concerning the War of Independence, and was singularly well adapted to associate the name of England in the young mind with everything of insolence and oppression. My friends smiled as they found me called to listen to this sort of rhetoric, and very good-naturedly requested that some other Lesson should be chosen. Primary Schools on a broad social basis, may be efficient in their literary department, and may be otherwise wanting, not only in respect to religion, but in respect to sound moral training.

MEANS OF SUPPLYING PUBLIC LIBRARIES, PRIZE BOOKS AND MAPS AND APPARATUS TO THE SCHOOLS, 1865.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO STATE SUPERINTENDENTS OF SCHOOLS IN THE UNITED STATES ON THE SUBJECT.

We are now considering, with a view to its improvement, the system of providing Township and School Municipalities with Libraries, Prize Books, Maps, and Apparatus, for the Public and Separate Schools in Upper Canada.

You will greatly oblige this Department by giving me any information you may possess in regard to the system adopted in your State, together with its advantages, or defects, and the means you employ to prevent the waste of public money in the purchase of worthless and unsuitable Books for School Libraries.

Our present System is briefly as follows:—

The Legislature allows a certain part of the School Fund to be applied to establish Public Free Libraries, to provide Prize Books to meritorious Pupils, and Maps and Apparatus for the Schools.

These Libraries are established, and Prize Books, Maps and Apparatus are applied for, either, or both, by the Municipal Councils of Townships, the Trustees of School Districts, and the Board of School Trustees of Cities, Towns and Incorporated Villages.

The Local Municipal, or School, Authorities provide one half of the means to procure these Books, Maps, and Apparatus.

The Books are procured by the Education Department, at the lowest prices, and the Maps, Globes, and Apparatus are mostly manufactured in this Country by contract; and all Books, Maps, Globes, and Apparatus are furnished to the Local Municipal and School Authorities at cost, one hundred per cent. upon the amount contributed from local sources being also granted.

The Books are examined and sanctioned by the Council of Public Instruction for Upper Canada, and a classified Catalogue (of some thousands of Volumes) of them is prepared, and a copy furnished to each of the Local Municipal and School Corporations, who select and order whatever Books, Maps, and Apparatus they please from these Catalogues,—transmitting one-half the amount of the price of the Books, Maps, Globes, and Apparatus they desire, with a pledge that they will apply them to no other than School purposes. The Department furnishes no private individual with any Book, Map, Globe, or articles of School Apparatus.

Each of our Townships includes from ten to twenty-five School Sections, or districts, and the Prize Books procured by a Municipal Council are distributed by means of competitive examinations, open to all the Pupils of all the Schools of the Township,—thus exciting competition among the Schools as well as among their Pupils. The Prize Books ordered by Trustees are distributed among the Pupils of their School upon the daily record of good conduct, punctuality, diligence, recitations, and, to some extent, by competitive examination, as recorded by means of the issue to the successful competitors of Merit Cards of varying values. In all cases a special Committee of Examiners is appointed to conduct the competitive examinations and award the Prizes. . . .

I will, therefore, thank you for the expression of your views respecting it, and suggestions which your experience may enable you make in regard to it. I would also ask whether you have a uniform series of authorized Text-books for your Schools, and, if so, what means you employ to prevent your Schools from being canvassed by individual Booksellers and their Agents, in order to get other Books introduced, to the destruction of anything like uniformity of Text-books in the Schools. The Council of Public Instruction in Upper Canada has sanctioned a uniform series of Text-books for the Schools, but leaves it to private competition to supply them.

TORONTO, 8th September, 1865.

EGERTON RYERSON.

The replies to this Circular were chiefly on the subject of Text-Books in the Schools, which is referred to in paragraph number nine of the Circular. The following, from the State of Pennsylvania, on this subject, states, in effect, what is somewhat of the normal condition generally of that question in the United States:

The School Law of Pennsylvania makes it the duty of the School Directors to meet annually before the opening of the Schools to decide not only what branches of learning shall be taught, but what Books shall be used, and as "uniformity in Text-books is essential to successful teaching," it is obvious that this is one of the most important of their duties. There is nothing to prevent a change of Text-books every year, nor to prevent a different set of Text-books in each School District. And as the expense of providing such Books is thrown upon the Parents, (except when too indigent to furnish them), the door is opened for great abuses. When it is considered how ingenious and (often) unscrupulous are the shifts to which Vendors of School-books resort, and how sharp is the competition to obtain a foot hold for a new series of Readers, Geographies, or Arithmetics, we may be pardoned for doubting whether the barriers which most Boards of Directors present to impositions in this form, is of much value. The wholesome provisions of the law touching the sale of Books by School Officers are sufficiently peremptory, but those, who are familiar with the subject, need not be told how easily they may be evaded if the disposition exists.

If the History were written, of the introduction to our Schools of Books out of the profits of which many a fortune has been made, it would disclose a network of wires which only very cunning hands know how to pull.

It was the conviction of several persons, many years ago, that the only way to check the growing evil of an endless variety and multiplication of Common School Text Books,* was for the State to take the matter into its own hands; and we believe a plan was sketched with some care for accomplishing the object. It embraced only the six elementary branches which are contemplated by the School Law.

I have the honour to submit the following matter for your consideration, and will thank you to favour this Department with such counsel, (in the interest of the Schools,) as you may be able to give in the matter.

I may briefly state that the policy of supplying the Public and High Schools connected with this Department with Library and Prize Books, Maps and Apparatus from the Depository of the Department, having been questioned, the Chief Superintendent of Education for this Province is desirous of obtaining the views of experienced Educationists on the subject. With that view, he sends herewith a statement of the principles upon which these Books, Maps and Apparatus are supplied by the Department to the Schools receiving Legislative aid, together with other information on the subject. He will thank you to give him the benefit of your observation, and the results of your own experience in this matter, with a view to submit them to the Executive Government and to the Legislature.

J. GEORGE HODGINS,

TORONTO, October, 1865.

Deputy Superintendent of Education.

GENERAL REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS, TO THE PUBLIC HIGH SCHOOLS OF ONTARIO.

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin.*

"Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed."—*Horace Mann.*

* "Many years since," says a Correspondent, "it became my duty to serve on the School Committee of a Country Town. There were 59 scholars enrolled, and the Book account stood thus—Arithmetics of seven varieties; Reading Books, thirteen varieties; Spelling Books, eleven, and Grammars, four."

1. The Chief Superintendent of Education will add one hundred per cent. (out of the Legislative Grant) to any sum, or sums, not less than five dollars, transmitted to this Department by the Municipal and School Corporations, on behalf of Public and High Schools, and forward Public Library Books, Prize Books, Maps, Apparatus, Charts and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation to enclose, or present, a written authority to do so, verified by the Corporate Seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, etcetera, to be sent, can always be made by the Department when so desired.

2. The one hundred per cent. will be allowed on any sum over ten dollars, and a mixed selection from each of the three classes of articles, videlicet: (1) Maps and Apparatus; (2) Library, and (3) Prize Books will be sent; but for five dollars received only one class of articles can be sent.

3. In order to prevent the introduction of improper Books into the Libraries, it is required that no Book shall be admitted into any Free School Library established under these Regulations which is not included in the authorized list of Public School Library Books.

FOUR KINDS OF FREE LIBRARIES MAY BE ESTABLISHED UNDER THE REGULATIONS.

Under the regulations of the Department, each Municipal Council can establish four classes of Libraries in the Municipality, as follows: City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first, or third, classes.

1. An ordinary Free Public (or High) School Library in each School-house for the use of the children and Ratepayers.

2. A General Free Public Lending Library, available to all the Ratepayers of the Municipality.

3. A Professional Library of Books on Teaching, School, Organization, Language and kindred subjects, available to Teachers alone.

4. A Library in any Public Institution, under control of the Municipality, for the use of the Inmates, or in the County Jail for the use of the Prisoners.

The Department cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the Autumn and Winter months), suitable reading Books for the Pupils in their Schools, either as Prizes, or in Libraries. Having given the Pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

PROFESSIONAL BOOKS SUPPLIED TO SCHOOL INSPECTORS, TEACHERS AND INSTITUTIONS.

1. In the Catalogue are given the net prices at which Books and School Requisites may be obtained by the Public Educational Institutions of Ontario, including Sunday Schools, from the Depository in connection with the Department.

2. School Inspectors and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

LORD ELGIN'S EXPLANATION OF THE REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.

To the foregoing Regulations of the Department we desire to add the following explanation of the Regulations on this subject, in the words of the late Earl of Elgin, who was Governor-General of Canada, during the whole period of the establishment and maturing of the Normal and Library branches of the School System, who familiarized himself with the working of that System, and aided on every possible occasion in its development. On his resigning the Government of Canada, Lord Elgin prepared and

presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate Report of his Canadian administration.

In that Report, he devotes several pages to a comprehensive review of the Upper Canada School System, including a minute account of the System of Public Libraries, and the general machinery and administration of the School Law and its results. . . . After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:—

In the former of these years, the Normal School, which may be considered as the foundation of the system, was instituted, and at the close of the latter, the first Volume issued from the Education Department to the Public School Libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I desire to say a few words upon it. The term School Libraries does not imply that the Libraries in question are specially designed for the benefit of the School Pupils. They are, in point of fact, free Public Libraries intended for the use of the general population; and they are entitled School Libraries, because their establishment has been provided for in the School Acts, and their management confided to the School Authorities.

Public School Libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union. In most of the States, however, which have appropriated funds for Library purposes, the selection of Books has been left to the Trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling Peddlers, who offer the most showy Books at the lowest prices, have had the principal share in furnishing the Libraries. In introducing the System into Canada, precautions have been taken, which, I trust, will have the effect of obviating this great evil.

In the School Act of 1850, which first set apart a sum of money for the establishment and support of School Libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following condition:—"That no aid shall be given towards the establishment and support of any School Library, unless an equal amount be contributed or expended from local sources for the same object"; and the Council of Public Instruction is required to examine, and, at its discretion, to recommend, or disapprove, of Books for School Libraries.

The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the General Regulations for the establishment and management of Public School Libraries in Upper Canada, the following rule:—"In order to prevent the introduction of improper Books into Libraries, it is required that no Book shall be admitted into any Public School Library established under these Regulations, which is not included in the Catalogue of Public School Library Books prepared according to law"; and the principles by which it has been guided in performing the task of selecting Books for these Libraries are stated in the following extract from the Minutes of its proceedings:—

"1. The Council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries.*

"2. Nor is it, in the opinion of the Council, compatible with the objects of the Public School Libraries to introduce into them controversial works on Theology, or works of Denominational Controversy; although it would not be desirable to exclude

*The first and part of the second of these paragraphs have been adopted verbatim in the School Law and Regulations of New Brunswick relating to Public Libraries.

all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the Evidence of Natural and Revealed Religion.

"3. In regard to works on Ecclesiastical History, the Council agrees on a selection of the most approved works on each side.

"4. With these exceptions, and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining Books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each Municipality to consult its own taste, and exercise its own discretion in selecting such Books from the General Catalogue.

"5. The including of any Books in the General Catalogue is not to be understood as the expression of any opinion of the Council in regard to any sentiments inculcated or combated in such Books; but merely as an acquiescence on the part of the Council in the purchase of such by any Municipality, should it think proper to do so.

"6. The General Catalogue of Books for Public School Libraries . . . affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes that the Local Authorities have, in a large number of instances, assigned the task of selecting books to the Department. . . .

REPLIES TO THE FOREGOING CIRCULAR FROM THE UNITED STATES.

The Honourable John G. Baird, Assistant-Secretary, Board of Education, State of Connecticut.—A law was passed by the Legislature of Connecticut in 1856, by which any School District in the State, by raising \$10 for the purchase of "Library and Apparatus," could receive from the State Treasury \$10 more for the same purpose. This law has since been modified, so that Districts having more than 100 Pupils in actual attendance can draw multiple appropriations. . . . The money thus obtained is usually expended in procuring Maps, Globes, Dictionaries, Gazetteers, and other works of reference. There has been no complaint among Booksellers, so far as I am aware, on the ground that this action of the State interferes with their business. . . . But the practical working in Connecticut shows that those who receive the bounty raise for themselves several times as much. They are encouraged to help themselves. . . . The plan in force here works well, and no one finds any fault with it.

The Honourable H. A. M. Henderson, Superintendent of Public Instruction, State of Kentucky.—Kentucky has only made one experiment in the direction you indicate, namely, in the purchase of one copy of Collins' History of Kentucky for each School District. This will cost the State School Fund \$25,000, and, in my opinion, be barren of all profitable results to Common Schools. I opposed this scheme . . . as the School Fund should not have borne this burden. It would have been much better to have expended this amount in supplying Schools with Maps, Charts, and other instructional aids.

The Honourable H. B. Wilson, Superintendent of Public Instruction, State of Minnesota.—I have carefully examined your two "Circulars" in respect to the scheme of distributing "Library Books, Maps, Charts, Apparatus," etcetera, and I think it a most admirable one. For economy, convenience and general utility, I cannot see how a better plan could be devised. . . .

The Honourable Abram B. Weaver, Superintendent of Public Instruction, State of New York.— . . . The testimony of School Commissioners and of others interested in the cause of education is, that one of the greatest defects of the District Library System of this State is the manner in which the Books are selected. In many cases the Trustees are men who are unfamiliar with Books, and who do not know what to select. The consequence is that Books find their way into the Libraries which ought

not to be there, and which, if not positively bad, are not useful and instructive. The Library Funds are also wasted, to a certain extent, by paying for the Books the highest retail price. These defects would certainly be remedied under a system such as that which obtains in the Province of Ontario. In my judgment, such a System, honestly administered, is better than any other which has fallen under my notice.

The Reverend Samuel C. Jackson, Secretary, State Board of Education, Massachusetts.— . . . We have no Public or High School Libraries, except such as are provided by local, individual and voluntary contribution. . . . There is no "legislative aid" given for procuring Library and Prize Books, Maps, Charts, Tablets, etcetera. These are furnished by local taxation, or voluntary donation, independent of State aid, except 25 per cent. of what is received from the School Fund. . . .

The Honourable Alonzo Abernethy, Superintendent of Public Instruction, State of Iowa.— . . . In the absence of laws making provisions for these very useful and necessary aids to instruction in my own State, our Schools are, as yet, without any adequate supply of Libraries, Maps and Apparatus. In my judgment, if your system of furnishing the supplies is judiciously carried out, it will produce the following results: 1. The Schools will be better than they otherwise would be. 2. The supplies furnished will, as a general rule, be of better quality. 3. The expense will be greatly reduced, in proportion to the amount purchased. Since the scheme is for the public welfare, the objection that it interferes with the trade is not valid.

The Honourable John M. Fleming, Superintendent of Public Instruction, State of Tennessee.— . . . In Tennessee we have as yet no School System organized. . . . I offer you my best wishes for the continued advancement of the educational interests of your Province.

The Honourable J. W. Simonds, Superintendent of Public Instruction, New Hampshire.—I heartily approve of your plan, and have commended a similar plan for our State to aid the Free Schools.

The Honourable Newton Bateman, Superintendent of Public Instruction, State of Illinois.— . . . In compliance with the request contained in the printed Letter of the Deputy Superintendent . . . 1. I consider the dissemination of good Books among the people as a practical and powerful means of promoting the public intelligence and virtue. 2. I consider it as within the power and legitimate province of the General Assembly, in devising a system of popular education, to recognize and provide for the establishment and maintenance of School Libraries, as an important and useful adjunct of every such System of Public Instruction. 3. I consider it of paramount importance that all Books of a licentious, vicious, or demoralizing character, or tending so, should be excluded from such Libraries, and to that end I think that adequate discretionary authority should be vested in the proper administration, to see that no vile or impure Book is allowed to have or retain a place in any such Library; and that the watchful exercise of such authority should be enjoined as a grave official duty. 4. . . . In very many cases the limited means of the Districts prevent the entering upon such an undertaking; and the general adoption of the plan would be greatly facilitated by and from the Government. . . . 5. It is eminently proper that State supervision should be exercised over the lists of Books for which its money is expended; and the supervision may well be extended so as to ensure an economical expenditure of the funds, as well as to secure Books that are worth reading. 6. To the objections from the "Trade" I assign but little weight; . . . the maintenance of the Depository is of advantage to the people of the Province. . . . The State does not undertake to prop up the different Trades. But as far as the Book trade is concerned, I should consider the scheme a help rather than a hindrance. The general prevalence of a taste for reading that must result from the fostering care of the Libraries, as given by the State, cannot be but increased. In Illinois State aid has not been directly given to the formation of District

Libraries. A tax may be levied by the Directors, and surplus funds of the Districts may be used for the purchase of Books for Libraries. The results have not been altogether satisfactory.

The Honourable H. D. McCarty, Superintendent of Public Instruction, State of Kansas.— . . . As a matter of policy and incentive to individual exertion on the part of Schools to secure apparatus and Library Books, I heartily commend the system. I heartily endorse the plan of furnishing, under the Regulations named, all the articles mentioned in the list, except Prize Books and Merit Cards used as gifts, as I am satisfied from observation and experience that prizes given as an incentive in Schools work not only a negative good, but a positive injury.

The Honourable W. M. Bryant, Chief Superintendent of Public Schools, City of Burlington.— . . . The consideration I have been able to give the subject has left me a very deep impression of the excellence and practicability of the plan you have determined upon. The reasons assigned in justification of its adoption appear to me thoroughly convincing; and even the single one of securing the distribution of the best, and only the best, literature would of itself, and though wholly unsupported by the other reasons adduced, be quite unanswerable. We have in our State (Iowa) a law authorizing the people of each School District to vote a tax for the support of a Public School Library, and have only to regret that, for the sake of general security throughout the State against the inevitable legions of impudent vendors of literary trash, we have not in our law such a wise provision as that which you have secured in the interests of truth and purity in your Province of Ontario. . . . The provisions you have secured are so liberal as to disarm objection. It is a guardianship which encourages and guides while it does not circumscribe enquiry, which fosters and stimulates, and in no proper sense discourages intellectual activity. Your plan, once firmly established, can hardly fail of proving a happy precedent to be at length generally followed.

The Honourable Wm. R. Creery, City Superintendent of Public Instruction, Baltimore, Maryland.—The Depository is one of the best education agencies that could be operated, and, being conducted exclusively in the interests of the Schools, commends itself to my hearty approbation. Our State Legislature and City Governments frequently aid public Institutions in the procurement of Books, Maps, Charts, etcetera. . . . I think your plan of distribution an excellent one. I wish we had the same arrangement for our Schools.

The Honourable J. N. Larned, City Superintendent of Education, Buffalo, N.Y.—In reply to the Circular note from your Office I would say that I have no knowledge of the working of the policy that you have adopted in supplying Library Books, etcetera, from a Department Depository; but I have little doubt that it is more judicious and more satisfactory in result than the policy which we pursue in this State, of dividing by apportionment the money of the School Library Fund, and leaving it to be expended at will by local School authorities. I know that our School Library money is very far from being expended wisely always; that too much of it is wasted upon trashy and ephemeral Books, which would undoubtedly be excluded from the Catalogue of such a Depository as you maintain. . . .

The Honourable E. B. Hale, City Superintendent of Public Schools, Cambridge, Mass.— . . . It seems to me that the system which you have adopted is a most excellent one. You properly lay a proportionate share of the burden directly upon the Municipality, and at the same time furnish to School officers the means of furnishing their Schools with necessary appliances, and at the lowest possible prices. . . .

The Honourable Henry Kiddle, City Superintendent of Public Instruction New York.— . . . I would state, after a perusal of the Documents sent, explaining the matter in detail . . . I consider the plan adopted a most judicious one, and well

calculated to promote the object of providing the Schools with Books and Apparatus, as well as to foster a proper local interest and public spirit in relation to education. The plan of furnishing the Schools from a Central Office, or Depository, has prevailed in this City for many years, and I have never known, during that period, that any objection has been brought against it. Our Book list is comprehensive, containing some of the publications of all the principal Publishers, and, therefore, the idea of its establishing a monopoly could not be entertained.

The Honourable S. A. Ellis, City Superintendent of Public Instruction, Rochester.—I have examined carefully the objections urged against your plan of rendering Government aid in the supply of "Library and Prize Books, Maps, Apparatus, etcetera," for the Public Schools of Ontario, and your reply thereto, and confess that your arguments seem to me unanswerable. As the objections seem to come from the "Trade," allow me to say that, although for several years in the "Trade" myself, I am unable to understand how anyone, who prefers the welfare of society to his own personal ends, can raise a serious objection to a plan which must form so valuable an adjunct to the Public School system.

The Honourable A. P. Marble, City Inspector of Schools, Worcester, Massachusetts.—Your system of distributing Books and Maps seems to me a most excellent one. In this City we find in our own practice what confirms some parts of your plans. The School-office furnishes supplies for the City Schools at from 15 to 25 per cent. less than the cost of the same at the Book-stores. The same can be done for a whole State, or Province, with still greater economy I should suppose. . . . In your plan I see an encouragement for the small Towns, and an aid in the selection of Books which cannot but be beneficial. . . . Each Town, or City, has now the privilege of so doing. I expect good results from this custom. The same principle is involved as in the furnishing of the Books and Maps for Libraries. No money can be better expended for educational purposes than what you expend for the Libraries.

The Honourable John Hancock, City Superintendent of Schools, Cincinnati.—I think your plan a most excellent one for the encouragement of culture among the people of your Province. I think also a similar plan would work great good for our rural School Districts.

The Honourable A. J. Rickoff, City Superintendent of Instruction, Cleveland.—Eighteen years ago I visited your Normal School at Toronto, and then became acquainted with the working of your Depository for the supply of Maps, Apparatus, etcetera, and I have to say that the impression then made upon my mind, and my thoughts since, have been entirely favourable to the plan. I should very much like to see it adopted in this State, so far as pertains to the supply of Maps and Apparatus, were it not that the frequent changes of School officers would interfere with its judicious and efficient management. We have no Public Libraries, except in the larger Cities. The objections urged by Book dealers are only such as might be expected from that quarter. Though the Depository seems to take the sale of Books from the trade, yet greatly facilitating as it does the diffusion of good reading matter, it cultivates a habit of reading on the part of great masses of people, and in this way really promotes the interests of the trade, with which at first sight it seems to interfere. That the Depository can supply Books cheaper than the Trade would do cannot be questioned; and that the selections made by its Managers with a view simply to the interests of the Schools and of the people is certainly a great advantage.

Isaac M. Wellington, Esq., Principal, High School, Detroit.—My observation and experience are entirely in favour of the plan of the Ontario Department in aid of Public Instruction. I know of no valid objection against said plan, can see no force in those urged against it, and can name no radical improvement in it.

O. R. Burchard, A.M., Editor and Publisher, "New York State Educational Journal," Buffalo, N.Y.—In reply to the subject matter of your Circular, I would say that in my opinion the plan of furnishing necessary School Apparatus of all kinds by the State Government, at the lowest possible price, is a good one, because of the money saved, of the uniformity of Books which will be used, of the control over worthless and injurious Books which is thus given, and of the more general use which will be made of all kinds of School-room Apparatus under this system. In this State the influence of Book-publishers over local use of Books has many times been very injurious, and some of our States are now discussing State supervision of Text-books for Schools. From the Circular sent me I should say the "Educational Depository" is a good thing, and should be continued.

D. M. Knickerbocker, Esq., Editor, "American Educational Monthly," New York.—The question seems to be: How can Books, Maps, etcetera, best be supplied to the Schools? In what way can the best Books be obtained at the cheapest rates? I see no surer way to get good Books than to submit their selection to the care of a Board of gentlemen fitted to judge and faithful to their duty. Such a Board, I am assured, now passes judgment on your School books. Nor can I see a cheaper way of procuring Books than to buy in quantities, as you do, and sell to the Schools at the lowest possible rates. Since these two advantages are obtained by the Board of Ontario, and since there are no apparent drawbacks in the matter of expense, the Depository paying its own way, I can see no reason for a change. The complaints of the Trade should, it strikes me, not be regarded, since the question is purely one of utility for the Schools. If the Trade can supply better and cheaper Books than the Depository there may be some reasons for a change.

Henry A. Ford, Esq., Editor and Publisher, "Michigan Teacher."—After some explanation of the "Objections to the Educational Depository," and the "Reply," I am compelled to think the former quite flimsy, and the latter thoroughly effective—in fact, quite unanswerable. You are working an inestimable benefit to the Schools and educational Officers of your Province by removing their supplies, to some extent, from the tricks and extortions of "the trade," and their outcry is simply the old one, "Great is Diana of the Ephesians!" Years ago, while acting as Superintendent of Education for one of our Counties, and before learning of your practice, I was accustomed to supply Teachers and School Districts with professional Books and Apparatus at cost price; and there is no part of my work to which I recur with more satisfaction than to that. I commend your scheme without reservation, and would add the hope: *Esto perpetua!*

Thomas B. Stockwell, Esq., "Rhode Island Schoolmaster."— . . . Of the general advantage and value of such a course as your Circular explains I think there can be no question, as it observes the golden mean between over-aiding on the one hand, and utterly withholding on the other.

John A. Banfield, Esq., Editor of the "Kansas Educational Journal," Leavenworth, Kansas.— . . . It seems to me, however, that you have fully answered the objections of "the trade," and I should think there could come no objections from other sources which would be worth responding to. By all means preserve the only guarantee you have of securing the introduction of "only wholesome" Books into School Libraries.

Superintendent of the School Committee, Brunswick, Maine.—I am free to confess that I like your plan of an independent agency for the supply of Library Books, Maps, etcetera, as it largely relieves School Committees from the unbecoming solicitations of the hosts of School Book Agents. More, it gives to Committees full control of the class of Books to be furnished. . . . I do not regard the five objections (1st to 5th) in the Summary of Objections to the Educational Depository as having special weight.

REPLIES FROM NEW BRUNSWICK AND SOUTH AUSTRALIA.

Theodore H. Rand, Esq., Chief Superintendent of Education, Province of New Brunswick.— . . . 1. The Board of Education of this Province for many years supplied Text Books and Apparatus by means of County Agencies. The Board owned the stock, and the Agents were allowed ten per cent. on the sales. The articles were sold to any person, in any quantity and at uniform prices. . . In several of the Counties the agencies were satisfactorily conducted; in others much difficulty was experienced in regard to them. . . . Ere long the ordinary Shops of the Country were able to supply the articles as cheaply as the agencies, and the latter were gradually wound up by the Board of Education. . . . Trustees have power to supply indigent Pupils with these Books free of charge; and also the children of any Person who, after notice, neglects or refuses to furnish the required Books. In this latter case a special rate is imposed upon the Parent, or Guardian. The general Apparatus is purchased, of course, by the Trustees. In Nova Scotia, the prescribed Text Books and Apparatus for the Schools of that Province were supplied to the Trustees, (to be held in trust as the property of the Section), through a central agency under the supervision of the Education Department at Halifax. The articles were sent out on the orders of the Trustees in any quantity, and at first at one-half, and later at three-quarters, the prime cost. A special discount was made in favour of poor Sections. This agency at once secured, what private enterprise had failed to do, the extensive circulation of the best School materials.

In view of my experience and observation in the matter of supplying of Text Books and Apparatus, I have no hesitation in saying that I regard any Public System of education defective, which does not provide for the Departmental supply of all prescribed Text Books and Apparatus at reduced rates to the Trustees of Schools. It is a matter of as great moment as to secure the use of a uniform series of Books. There is no other possible way by which this educational vantage ground can be reached which is so easy, speedy, and far-reaching. I regard the arrangements of the Ontario System in this behalf, as the right arm of efficient School administration.

The Education Department of New Brunswick has, since 1858, promoted the establishing of Libraries,—paying fifty per cent. of the amount expended by Trustees. The Books are selected by the Trustees, at any Booksellers, (usually at a discount of ten per cent.), the list of the Books is presented for the approval of the Chief Superintendent, and the per centage is paid over. This plan works very well, and secures a very moderate increase of Libraries. I regard the plan pursued in Ontario as far superior, however, and calculated to confer a priceless boon upon all the people. I could only wish that the Education Department of New Brunswick would permit the immediate establishment of an agency similar to that of Ontario.

Robert Kay, Esq., Secretary, South Australian Institute. . . . The Board of Education here supplies School Books only, and apparently the Booksellers do not care for the business, at any rate they raise no objection. . . .

James Bath, Esq., Secretary, Board of Education, Adelaide, South Australia.— . . . During the twenty-one years the present Education Law has been in operation in this Colony, it has been found requisite, by the Education Board, to keep a dépôt for the supply of Books and Apparatus for the service of the Public Schools. . . .

In my opinion, such an Establishment is absolutely required in connexion with any Public School System, in order, (1) that a full and suitable supply of Books and Apparatus shall always be obtainable, and (2), that such Books and Apparatus shall be sold to the Trustees at the lowest possible charge.

THE CHIEF SUPERINTENDENT'S CIRCULAR IN REGARD TO COUNTY SCHOOL CONVENTIONS IN UPPER CANADA, 1865.

When I began, in 1844, to apply myself to establish and mature our present System of Public Elementary Instruction, it was part of my plan to visit foreign education Countries once in five years, in order to acquire information, to observe the nature, working and progress of Systems of Public Instruction, so that we might in our Educational System and institutions profit as much as possible by the example and experience of other enlightened Countries. It was also another part of my plan to visit each County in Upper Canada once in five years, in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our System of Public Instruction, and the best means of improving and adapting it to the institutions and wants of the Country.

My last quinquennial tour was made in January, February and March of 1860; but my health did not permit me to undertake the great labour of another Tour last year; and the absorption of the public mind with the subject of Confederation and other exciting questions, seemed to render it inopportune for me to hold public County Conventions on School matters.

I propose, in the course of the next three months, Providence permitting, to make my fourth and probably last visit to each County or union of Counties in Upper Canada, in order to hold a County School Convention of all School Officers and other friends of general education who may think proper to attend. The law makes it the duty of each Local Superintendent "to meet and confer with the Chief Superintendent of Education, at such time and place as he may appoint, when making an Official Visit to the County for the promotion of the interests of education." By law, all Clergymen, Judges, Members of the Legislature, Members of County Councils, Magistrates and Aldermen, are School Visitors. I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers, and Friends of Education generally, as can make it convenient to attend—including, of course, such Trustees and other School Officers and promoters of Education, as reside in the Cities, Towns and Incorporated Villages in each County, within the limits of which a County Convention shall be held.

The object of each Convention will be:—

To consider any suggestions which may be made for the amendment of the Common School Law, for the improvement of the Schools, for the diffusion of Education, and for the extension and usefulness of Prize Books and Public Libraries.

To consider, especially, whether, or not, it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village; and whether the Township Council should not be such Board of School Trustees,—thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collecting of School Section Rates, etcetera—greatly simplifying the machinery of the School System, leaving to Parents a larger direction as to the selection of a School for their children, and giving greater permanency to the situation of Teachers. In several of the neighbouring States, where the System of Township Boards of School Trustees has been established in the place of School Section Trustees, the advantage is said to be immense.

It is also proposed to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or requiring work on the roads, Parents who do not send their children, between seven and fifteen years of age, to some School at least four months in each year.

Such are the subjects on which I propose to ascertain the opinions and wishes of the Country, as far as possible; for, as the School System has been thus far remark-

ably successful, and the Country at large has so nobly sustained and extended it, I do not propose to recommend any change in any of the provisions of the School Law without consulting, as far as practicable, the School managers, Parents, and friends of Education in each County on the subject. I hope their attention, and that of the public press, will be directed to the above-mentioned subjects, and the results of their reflections and consultations given at the proposed Conventions.

I propose to deliver a short Address, at the opening of each County School Convention. . . .

THE EDUCATION OF THE YOUTH OF CANADA THE GREAT OBJECT IN VIEW—GENERAL REMARKS.

The object which the Government, the Legislature, and the Department have in view, is the education of the youth of the Province, and it is one in which every person is concerned. Our system of Government is so framed that in proportion to a man's property, so do his interests and burthens of responsibility to it increase, and the greater a man's property, the greater is his personal interest in the training and moral culture of the rising generation. Great pains have been taken in framing, and in the administration, of the School System of Upper Canada, not only by visiting other Countries and inquiring into their Systems of Education, and adopting what was best in them, but also by visiting the various Counties of Upper Canada and inquiring into the circumstances and wishes of the respective communities. It had been felt by him that a mere theoretical system was not sufficient, inasmuch as different communities, subject to the constantly changing influences of a progressive Country, require changes in their educational institutions. For it must not be forgotten that, although the general system of law and Government are in many respects essentially the same, they must ever be adapted to the peculiar feelings and interests of the people for whose protection and benefit they are instituted; and the same rule applies to the Educational System. In order, therefore, to obtain a full insight into the wants of the people, he had thought it best from time to time to hold meetings similar to this, which was the fourth Visit of the kind which he had made. It is assumed by all that it is the duty of every Country to educate its youth, and it is also assumed that it is the duty of every Parent to co-operate in doing so. If a Father were to mutilate his child he would be liable to the penal laws of the land, but how far more culpable is that man who mutilates the immortal part of his child's nature, and who, by neglecting to do what lies in his power to provide for his mental training, reduces him almost to the level of a barbarian!

EDUCATION OF CHILDREN ONE OF THE FIRST DUTIES OF PARENTS.

(Doctor Ryerson next proceeded to urge parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of property that might be left to them, or what they might make themselves by their own industry. He was rather against Parents leaving their sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of Parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their Parents, who had sunk into obscurity, while those that had been brought up to industrious pursuits in agriculture, etcetera, had made fortunes for themselves, and were among the first men of the Country.)

INFLUENCE OF AN ATTRACTIVE SCHOOL HOUSE AND A GOOD TEACHER.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the School House should happen to be the meanest House in the neighbourhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend

School. It was requisite that the interior of the School House should be rendered as clean and comfortable as possible. There was much true philosophy in the erection of a good School House. Teachers, also, should be the most attractive persons in the estimation of their Pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the School children as kindly as possible; for the art of kindness would surely make itself felt, and when Teachers had secured the affection of their Pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.*

RESPECTFUL TREATMENT OF THE TEACHER BY PARENTS.

It is also necessary for Parents to speak of the Teacher in terms of esteem, and to treat him, or her, as respectfully as possible. If children heard their Parents speak disrespectfully of the Teacher, it was not likely that they could receive any good from him. It was frequently the case that Parents themselves raised an impediment to the instruction of their children by speaking disrespectfully of the Teacher. Even should circumstances arise that would render the Teacher's removal from the School desirable, yet that impression should not be given to the children while the Teacher held his situation in the School. Parents should exert every effort to call forth the Religious, moral, and intellectual powers of their children. It was of importance that both Teacher and Parents should combine and use every endeavor for the advancement of the education of youth. . . .

COMPULSORY EDUCATION OF VAGRANT CHILDREN.

One subject which had lately commanded a very great deal of consideration, both from the Government and from the people, was the question as to the course to be adopted in reference to children who were entirely neglected by their Parents. The word "compulsory" he knew had not the most agreeable sound in the ears of many individuals. It was thought by some to be an interference with personal liberty and parental right. But the proposal was founded on public expediency and the principles of justice between man and man. The system was carried out with greater rigour in Switzerland. . . . The Swiss felt that the general education of the people was so essential to the maintenance of their liberty, that they looked upon man as an enemy to the Country, and as liable to the penal laws of the Canton in which he lived, who did not educate his children. The principle on which Compulsory Education was founded was this: The Ratepayer justly said,—“If the State compels me to pay taxes for the education of all the youth in the State, I have a right to demand of the State, in return, that it shall see that all the youth are educated.” If the Parent were to deny the child the education which was so necessary to the proper discharge of its future duties, the community had a right to step in between the Parent and the child, to secure to the child its inherent rights. Many thought that Parliament should legislate directly upon the subject, and make it penal to neglect the sending children to School. But his opinion was that as each Municipality provided the means of education, so

*School Room Decoration—The matter of School Room Decoration is attracting a good deal of attention in some Countries, and the Regents of the University of the State of New York have issued a Volume of 430 pages, on “Travelling Pictures and School Room Decoration,” showing what is being done in this matter in the United States and in England with the noted Fitzroy pictures. The Volume has in it one hundred pictures illustrative of History, Art, etc., etc. It also has pictures of Statues and Noted Public Buildings. We have in the collection which I have made ninety beautifully engraved electrotypes of Canadian Statues and Monuments. These, with pictures illustrative of British History, would make, with letter press, a most attractive Brochure, by which Trustees might see what a great variety of National and Patriotic Subjects there are from which they might make selections for their School Rooms. I have made arrangements with the Grand Trunk and Canadian Pacific Railway Companies for the supply to Schools of the large pictures of places in Canada, along their respective lines of railway.

The historical pictures, published as proposed, might be of service to Teachers in dealing with history in the Schools. Coloured pictures of Natural History would form an attractive decoration on the walls of School Rooms.

J. G. H.

should each Municipality have the right to deal with the subject. . . . All that was essential was that the child must be educated, and the education might take place at home, with the Mother as the instructor, as was the case with the celebrated John Wesley and his Brothers and Sisters, who received their early education from their Mother. If in Townships a By-law were passed declaring that the Parent who did not send his children, from seven to twelve years of age, to any School for four months in the year, such Parent should pay a double Rate-bill it would have a good effect.* . . .

VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School System of Upper Canada was entirely a voluntary one with respect to Municipalities. They can tax as they please to support Schools, and they can refuse to sustain them if they please. The System is thus the work of the people themselves. The Government does not levy a single penny of a School-rate. No Country in Europe had such an efficient School Establishment as Prussia; but there it is purely a Government Institution; it is not managed by the people; and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada, as here no School House can be built, and no Rate levied, except by the concurrence of the people. . . .

IMPORTANCE AND INFLUENCE OF PRIZES AND MERIT CARDS IN SCHOOL.

Another feature in the present System, and one which had commanded a great deal of interest, destined, as it was, to exercise a most salutary influence upon the intelligence of the youth of Canada, was the system of presenting Prizes to the meritorious Pupils. He attached great importance to the distribution of Prizes, on the judicious system adopted, for the encouragement of Pupils. These Prizes were given, not only for learning, but for Punctuality, Diligence, general good Conduct and success in Recitation. All might not be able to learn with the same degree of speed, but every Pupil could be punctual, diligent, and of good conduct. . . . The System lately introduced by the Education Department, and now generally carried out, had been most successful, and the reason why it had been so was that, not only were prizes awarded to those who answered the questions at the Examinations in the most satisfactory manner, but also for general good conduct, punctuality in attendance, diligence, and perfect recitation, and this encouragement was given to every Pupil without making one Pupil the rival of another Pupil. Under the Departmental System every Pupil would obtain a Prize according to his own merit. This spirit of emulation formed part of the social life of our people, urging them to that industry and activity which constituted the greatness and grandeur of our Nation. The competition for Prizes, under the Departmental System, gave rise to feelings of the most noble and generous character, not to feelings of a selfish kind in the mind of the scholar. We might imagine the feelings which filled the heart of a Pupil when he attained a Merit Card. He would think of the pleasure with which the announcement of his success would be received at home. . . . Since the inauguration of the Prize System 211,655 Volumes had been sent out for Prizes. Every one of these Volumes, containing, as they did, a variety of instructive matter, was valued and read by the whole family circle, and thus became the means of spreading abroad useful information and instruction throughout the whole community. The desire to excel is a noble quality implanted in our nature, for the best and wisest end. Every man wishes to rise not only for his own individual good, but for that of his Country. A large amount of money in different localities had been generously provided for the procuring of Prizes. One Member of the Legislative Council, the Honourable Billa Flint, who represented a County which contained no less than twenty-three Townships, had contributed \$10 for each

*In a Draft of School Bill prepared by the Chief Superintendent of Education after the Meeting of these Conventions he introduced a Section providing that the District Judge should fine parents neglecting to send their Children to School.

Township for this purpose, on condition that each Township should contribute as much more.* \$20 had been added to this sum by the Education Department, so that \$40 was expended annually in each of these respective Townships for the purchase of Prizes. The Honourable Mr. Justice Wilson and Doctor Cronyn, the Bishop of Huron, as Local Superintendent of Schools for the City of London, gave back each in succession his Salary as such Superintendent, (\$100), to be expended in giving Prizes to the School children of the City. . . . Wherever the new Merit Card system of giving Prizes had been introduced, great and good results had ensued.

SUPPLY OF PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.

Some years since, the Department, in its endeavours to render Maps, Globes, and School Apparatus accessible in this Country at the lowest possible rates, had found that in England the Government had arranged with several Publishers for the production of Maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the Schools in England, aided by Parliamentary Grants. On application, the Publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the Publishers of Books in England and the United States agreed to furnish the Books required for the Common School Libraries at greatly reduced rates. . . .

DEVELOPMENT OF CANADIAN INDUSTRY IN THE MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining Text Books had been to procure them cheaply by importation and then to open the way for Canadian enterprise by their reproduction. So also with Maps, Orreries, Tellurians, Thermometers, and other Apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this Country. In the re-engraving of Maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the Maps which have now been published, great pains had been taken to render, as conspicuously as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea, rendered famous by the Russian war; in China, by Lord Elgin opening up to commerce places which until lately had been unknown; and in the United States by the late great Civil War. In the matter of School Furniture, selections had been made of the models in New York and Boston, and these models were shown to Cabinet-makers in this Country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own Country,—the manufacture of School Furniture. Thus we had gone on encouraging the industry of our own people; first mounting the Maps, next reprinting the Readers, preparing Canadian Text Books, making the Furniture, and now engraving the Maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the School System. Not only should our School System and our School Architecture be Canadian, but Canadian skill and enterprise should produce, or manufacture, everything that the Country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the Country. If the price of every bushel of wheat and every foot of lumber sent to foreign markets was expended in Canada we should be so much the richer. He thought it of the greatest importance for the interest of the Country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the Country to the foreign producer,—for we wanted it all,—as possible. . . .

*It is gratifying to know that a Township competitive System of Prizes has lately been introduced in various Counties.

DRAFTS OF TWO BILLS FOR THE IMPROVEMENT OF THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA, 1866.

These Drafts of Bills, designed to improve the condition and status of the Public School System of Upper Canada, were framed by the Chief Superintendent of Education, as arranged with the Honourable Attorney General, John A. Macdonald, on his visit to the Seat of Government. They are based upon the result of the Proceedings of the School Conventions which Doctor Ryerson had recently held in the several Counties of Upper Canada.

The first of these Drafts of Bills provides for an expression of opinion, by means of Resolutions to be passed at the Annual School Section Meetings, on the expediency of substituting Township Boards of School Trustees for the isolated School Section System of local School Management. It also provides for the election of the Township Board of School Trustees, and for its proceedings when elected.

This Draft of Bill also provides for the appointment by the Government of County Boards of six Members each, selected, on the nomination of the Chief Superintendent of Education, out of twelve recommended to him by the County Council. These County Boards are for the Examination, by means of authorized printed Questions, sent out to the Counties, under Seal, of Teachers, and the granting to them of First and Second Class Certificates, as the result of the answers which may be given by them to the questions proposed.

This Draft of Bill further provides for the institution of a system of elementary Military Drill in the Normal, Grammar and Public Schools by the Council of Public Instruction, with sanction of the Governor-in-Council.

In addition, the Bill provides for the substitution of the County Judge for the three Arbitrators named in the School Act for the settlement of disputes between Teachers and School Trustees. He is also to have jurisdiction in the case of disputes between Grammar School Masters and Their Trustees. It further provides for the appointment of County Superintendents of Schools, with definite qualifications, to be prescribed, instead of Township Superintendents, with, or without, any ascertained qualifications for that office, as formerly.

Two additional Sections have been added to this Draft of Bill, relating, (1), to the Inspection of the Grammar and Separate Schools, and for additional Masters in the Normal School; (2), and for supplying Mechanics' Institutes with Books and Maps from the Educational Depository. The subjects of these two Sections had been submitted to the Government by the Chief Superintendent, but they had not, at the time, been decided upon by it.

The Second Draft of Bill provides, in a modified form, for compelling Parents to educate their children, or be subject to a fine, for not doing so, by the Division Court Judge, or by the City Recorder. This subject was fully discussed at the County School Conventions, and while some objected to the principle of compulsory education, which it involved, as it interefered, as they stated, with the alleged "rights" of Parents in the matter; yet the general consensus of opinion of the Ratepayers present at the Convention was in fayour of some desirable means of preventing so many idle and vagrant children from being practically denied the advantage of a good Common School training.

THE CHIEF SUPERINTENDENT'S EDUCATIONAL VISIT TO COUNTRIES IN EUROPE, 1866.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to submit to the favourable consideration of His Excellency the Governor General-in-Council a respectful request for permission to visit some of the Countries of Europe, with a view to the reestablishment of my health, and the improvement of our System of Public Instruction in Upper Canada.

When I commenced the organization of our Educational System in 1844, it was with the intention, and understanding, that I should visit other educating Countries once in five years, in order to avail ourselves of their experience and practice in connexion with our own, for the purpose of employing every possible measure, appliance and influence to advance the educational interests of Upper Canada. Accordingly, I made such a foreign tour, educational inquiry and inspection in 1845-6, and again in 1850, again in 1855-6, since which time, excepting three months in 1857, I have confined my labours to the Province. During each of these Tours I had my own thoughts quickened and my views enlarged by conversation with the principal Educationists, by visiting the chief Educational Institutions and examining the School Systems, and modifications of them, in the different Countries I visited,—thus obtaining much information and many hints and suggestions which I have turned to useful purpose in improving the practical details of our own School System.

Besides the above mentioned general objects pursued in connexion with my educational Tours, I obtained at the Paris Exhibition of 1855, and during my Tour, many Models and Objects of Art adapted and intended for a Provincial School of Art and Design. I propose now, with such advice and assistance as I may obtain during my Tour, to add to the collection of Models and Objects of Art, suitable for the School of Art and Design, and for the Educational Museum, and to select and engage a properly qualified Master of the School of Art from the Graduates of the English Governmental School of Art and Science at South Kensington, and who must also have the standing of a Member of the Royal Academy. I have reason to believe, from my former inquiries and consultations, that such a Person can be obtained; but, it will require a considerable time to ascertain the character, qualifications, temper, etcetera, of available Candidates for such a position,—the last one to be filled in order to complete our Educational System.

We already have the requisite Rooms; nearly all the requisite Models, and, from applications already made, there will be an ample number of Pupils; and all that is now required is the selection of a suitable Head for that Branch of Instruction. If the Paris Exhibition be held next Spring, as proposed by the Emperor, it will greatly facilitate several objects of my Tour.

I shall make the requisite provision for the discharge of my Departmental duties during my absence. By the careful economy and saving of Funds, set apart by authority for the purpose to which I have referred, means are provided for all that I now propose. I desire to leave Canada some time next Autumn; not to be absent for more than nine, or ten, months, and that my expenses shall not, under any circumstances, exceed Seven hundred and fifty pounds, (£750), which will be paid out of the upwards of Four thousand pounds, (£4,000), saved and available for the Educational Museum and the School of Art and Design.

TORONTO, July 23rd, 1866.

EGERTON RYERSON.

LETTER FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF
EDUCATION.

I have the honour to inform you that His Excellency, the Governor-General, has had under his consideration in Council your Letter of the 23rd of July last, applying for leave of absence to visit Europe for the purposes therein set forth.

His Excellency has been pleased to grant you leave of absence until the 1st of May, 1867, on the understanding that the cost of the Trip shall be limited and charged, as proposed, in the accompanying Memorandum.

I have further to request that you will carry out, as far as practicable, the suggestions contained in the Memorandum, as to collecting information, etcetera, during your Tour, respecting Schools for the Deaf, Dumb and Blind.

OTTAWA, 19th October, 1866.

WM. McDOUGALL, *Provincial Secretary.*

ENCLOSURE:—*Memorandum on the Application of the Reverend Doctor Ryerson, Chief Superintendent of Education for Upper Canada, for Leave of Absence for Nine, or Ten, Months.*

1. Having read the Letter of the Reverend Doctor Ryerson, the undersigned would respectfully recommend that, in compliance with his request, leave of absence be granted to him until the 1st of May, 1867, to enable him to visit Europe, with a view to the re-establishment of his health and the improvement of the System of Public Instruction in Upper Canada.

2. The Chief Superintendent proposes, as a special object to be obtained by his visit to Europe, to "add to the collection of Models and Objects of Art suitable for the proposed Provincial School of Art and Design, and for the purposes of the Educational Museum." He also proposes, while in England, to select and engage a properly qualified Master of the School of Art and Design from the Graduates of the English Governmental School of Art and Science; and, under these circumstances, he submits that the expenses of his Trip, which are not to exceed £750, should be defrayed out of £4,000 saved and available for the Educational Museum and the School of Art and Design.

In view of the facts stated by the Superintendent, there seems to be no reason why the expenses of his Trip should be charged against the said Fund. The Superintendent should, however, be reminded to exercise all practical economy of expenditure, and, in no case, to exceed the sum of £750, above mentioned.

3. As it is contemplated to establish Government Schools for the Deaf and Dumb, and also for the Blind in Upper and Lower Canada, it is respectfully recommended that, in addition to the general and special Educational objects referred to in Doctor Ryerson's Letter, he be requested to visit the best Institutions in Great Britain and on the Continent of Europe, for the education of these two classes; with a view to collecting information as to the best mode of conducting such Institutions, and reporting on the subject to the Government on his return.

4. Doctor Ryerson should also be requested to ascertain on what terms a competent Person could be procured to take charge of an Institution for either or both of the classes of persons already mentioned,—Deaf, Dumb and Blind.

OTTAWA, 25th August, 1866.

WM. McDOUGALL, *Provincial Secretary.*

APPLICATION TO THE GOVERNMENT FOR AN INCREASE OF SALARY TO THE OFFICERS OF THE EDUCATION DEPARTMENT.

NOTE. In arranging for the discharge of his Departmental Duties during his absence in Europe and before leaving, Doctor Ryerson made one more attempt to get the salaries of the Officers and Clerks in the Education Department placed on the same scale of remuneration as were those of the other various Departments of the Government at Ottawa. With that view, he wrote the following Letter on the subject to the Honourable William McDougall, Provincial Secretary:—

I desire respectfully to submit, through you, to the favourable consideration of His Excellency the Governor General-in-Council the justice and expediency of increasing the Salaries of the subordinate Officers in this Department to some extent, at least, in conformity with the increase which has been made, from time to time, to the Salaries of the subordinate Officers of other Public Departments of the Government, under the Civil Service Act.

The Salaries of the subordinate Officers of this Department have always been fixed, from time to time, by Orders-in-Council; and although they do not technically come under the provisions of the Civil Service Act, I think they do equitably; and may, of course, be dealt with, as in times past, at the pleasure of the Governor General-in-Council.

I do not refer here to Clerks employed and service rendered in the Book and Apparatus Depository Branch of this Department. That Branch having been established by permission of the Government, and by means of special Parliamentary Grants to aid the School Municipalities in providing their Schools with Libraries, Prizes, Books and Apparatus, have felt myself authorized to provide for the service of that Branch, as required from time to time; and more especially as it is self-supporting. Nor do I refer to Officers and Servants of the Normal and Model Schools, whose Salaries and allowances are determined by the Council of Public Instruction. But, what I now submit, for the consideration of the Government, relates to the Salaries of Officers of the Education Office proper, and the work they perform therein. They are appointed and their Salaries determined by the Governor General-in-Council.

After the conversations which I have had with you, and one or two other Upper Canada Members of the Government, I will here only add the four following remarks.

1. The Gentlemen whose cases I submit, are, I believe, unexcelled in character, attainments, abilities and efficiency by the corresponding Officers in any other Public Department. They have all been employed on a six months trial, and have only been permanently appointed after giving this practical proof of their qualifications and fitness for the duties for which they had been employed.

2. They have all been faithful and efficient in the discharge of their Office duties, and truly patriotic and loyal to their Country,—eleven of the employes of this Department being among the Volunteers on the Frontier, to repel the Fenian invasion, and nine of them in the Battle of Ridgeway,—one of whom was killed,—proceeding thither on a few hours' notice.

3. While the Salaries of the subordinate Officers of the Public Departments at the Seat of Government have been increased from time to time, under the Provisions of the Civil Service Act, the Salaries of the equally competent and faithful subordinate Officers of this Department have remained stationary. . . .

TORONTO, 1st of August, 1866.

EGERTON RYERSON.

ENCLOSURES:—*Explanatory Memorandum relative to the Subordinate Officers of the Education Department of Upper Canada.*

(NOTE.—None of the Officers whose names are prefixed by an asterisk are now living.)

1. Mr. John George Hodgins, A.M., LL.B., F.R.G.S., Deputy Superintendent, (one of the original Officers of the Queen's Own Rifles), has been in the Office since 1844,—and is, therefore, one of the oldest Servants of the Crown in Upper Canada. He was appointed by the Governor-in-Council as Deputy Superintendent in 1855. On my appointment to the Office in 1844, I employed Mr. Hodgins, (then a Student at College since 1840), on trial; and after he evinced the necessary ability, I recommended him to go to Dublin, and spend a year in the Great National Education Office of Ireland, in order to learn its whole mode of management in its seven different branches of service. Mr. Hodgins did so at his own expense, and returned to Canada, bringing the highest Testimonials of the Dublin Board, as to his diligence, ability and complete mastery of their Office economy and management. Since then, Mr. Hodgins has performed an amount of office work not excelled, I believe, by any man in Canada; having most to do in organizing and superintending all the details in the different branches of the Department, and has administered it during my frequent absences and indisposition,—including, in times past, a large portion of the Office Correspondence, and thus relieving me more and more, by assuming most of it. To Mr. Hodgins' ability, industry and skill, more than to mine, is the Country indebted for the economy and efficiency and completeness with which every Branch of the Department is organized and managed. Mr. Hodgins' Salary was fixed by Order-in-Council in 1857, at \$2,000, with \$200 extra a year as a "good service allowance," for his services in organizing a new Department of the Government. I now propose the addition of \$400 a year.

I may add that during four years before Mr. Hodgins entered College in 1840, at the age of nineteen, he was employed in 1836-1840 in three Mercantile Establishments, the latter part of the time in the large wholesale and retail establishment of Thomas Stinson, and afterwards of the late firm of Messieurs E. and J. Stinson, at Hamilton,—being nearly one year fellow Clerk with Mr. Charles McGill, late Mayor, and present Member of Parliament for Hamilton. The Firm offered, (by letter), Mr. Hodgins, not only an advanced Clerkship, coupled with the personal assurance afterwards of being set up in business, when he became old enough, if he would return to them, after he had, in 1840, determined to enter College. Had he accepted their offer, he would doubtless have been ere this, with his business ability and talents, at the head of one of the largest mercantile Establishments in Canada; but he determined to enter College, where he obtained distinction, and where I selected him as my first Assistant in 1844. I have seen a Hand Bill, or printed Circular, of one of the firms of a Branch Store, in which he was engaged, dated February, 1839, in which "Mr. John G. Hodgins," then eighteen years of age, is stated to the Customers and debtors to be "their Agent at Galt," authorized to receive payment of Accounts and to give Receipts.

2. *Mr. Alexander Marling, LL.B., Senior Clerk and Accountant, keeps the Books and Cash Account, and pays all Bills, and makes out the Checks for Expenses, Salaries, and Grants,—varying from a few shillings to thousands of dollars, amounting in all to over \$300,000 per annum, and accounts for all Receipts and Payments monthly to the Auditor General; reports respecting all Apportionments and Grants, audits the School Teacher's Provincial Certificates; drafts most of the Letters respecting Separate and Grammar Schools, which involve the payments of Moneys; and prepares some of the Statistics, etcetera, for the Chief Superintendent's Annual Reports. I propose that \$400 a year be added to the \$1,200 fixed at present as his Salary by Order-in-Council in 1857.

3. *Mr. F. J. Taylor, First Class Graduate of the Military School, was in camp at Laprairie, is a Captain of Militia. In the Office ten years; files and enters all Letters

in a Register, with an index; prepares most of the Statistical matter for the Departmental Annual Reports, comprising a large amount of calculation, and examination of several hundred local Reports. He is a very intelligent, trustworthy, and valuable man in the Department. His Salary was fixed in 1857 at \$1,000 per annum. I propose its increase to \$1,200.

4. *Mr. J. T. R. Stinson, (Son of the late Reverend Doctor Stinson,) a well educated man, First Class Graduate of the Military School, an Officer of the Queen's Own Rifles, who commanded a Company most efficiently at Lime Ridge, (or Ridgeway). He has been in the Office upwards of seven years. Keeps and arranges all the Letters; gets up the numerous cases requiring reference to previous Correspondence; keeps the Office Records; assists in making up Statistics and assists generally in the Office; is an excellent young man, and the only dependence of a widowed Mother. His salary is only \$500. I propose its increase to \$800.

5. *Mr. W. H. Atkinson, an excellent penman, a fine young man. Has been in Office three years, to assist, and do now most of the work of Doctor A. J. Williamson, (Clerk of Correspondence,) an aged man of seventy years, getting quite infirm, and whose Salary of \$900 I do not propose to increase, though it would be cruel to dismiss him, as he has been faithful and efficient copying Clerk for fourteen years. Mr. Atkinson's Salary is only \$340. I propose to make it \$500.

6. *Mr. James Moore, resident Keeper of the Educational Buildings and Premises and Office Messenger. Was formerly a Sergeant in the Army. Has been in the Office eight years; makes all the purchases of Coals and Wood for the Education Office, and Normal and Model Schools, and sees that the contracts are duly fulfilled. A most trustworthy and useful man in the Establishment. His salary is \$300, and Residence. I propose to add \$50 to his Salary.

The whole amount of what I propose in the increase of Salaries of six meritorious Officers of the Department, (apart from arrears,) is only \$1,510, not the amount of difference some years between the expenses of the Education Department of Upper and Lower Canada, a small thing for the Country, but important, and will be a great encouragement, as well as help, to men who have not spared themselves either in the duties of the Office, or, when required, in the service of the Country.

TORONTO, 1st August, 1866.

EGERTON RYERSON.

(NOTE. There is no record in the Education Department that this Letter was either acknowledged, or replied to.)

LETTER FROM J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON, IN ADDITION TO HIS MEMORANDUM IN REGARD TO THE EDUCATION OFFICE SALARIES.

There are one or two points connected with my own case, which, (in addition to your explanatory Memorandum), I may mention.

1. In 1857, when in my thirteenth year of Service in the Office, the Government of its own accord gave me £50 a year, (in addition to my regular Office Salary, as then fixed,) in consideration, (as stated in the Order-in-Council,) of "long and laborious service" in the formation of a new Department. I am now in my twenty-second year of service, and have not, so far as I am aware, relaxed in my exertions. I think I am now among the comparatively few senior Employés in the Public Service. It is possible that these facts may have a favourable influence in my case.

2. The next point is that the Civil Service Act fixed the pay of Deputies at the Seat of Government at £650, while acting as such, and £600 when not so employed.

Practically no difference was made, for all the Deputies, and those others who ranked as such, received £650 each per annum since 1857, not including extra pay for extra services, of which there are numerous instances. Since my appointment as Deputy in 1855, I have performed the duties of acting Head of the Department in your various official absences in Europe, and while making your Tours in the Province, for a period exceeding two years in all. For this I received no extra pay, although I think the Civil Service Act intended that £50 a year should be the remuneration for such extra services where performed by a Deputy.

3. The last point is, that failing success with the Government I think you could procure for me the appointment of Lecturer on School Jurisprudence in the Normal School. Now that the system of instruction in that Institution is being revised, it seems to be an appropriate time to introduce this necessary and important feature in its Course of Instruction. It is of far more consequence than either Music, or Drawing, although both are useful in their place. It would have the effect of drawing closer the Teachers of the Normal School and the Department, and would give them a Status as a School authority in their localities, as well as thus give us an additional hold upon them in the Country. The pay might be fixed at about £100 per annum, and then Mr. Marling might take the office of Recording Clerk to the Council, which I now hold.

TORONTO, July 25th, 1866.

J. GEORGE HODGINS.

NOTE. During his absence in Europe I corresponded with Dr. Ryerson on official matters and received from him letters in return. I quote those only of public interest and condense those I insert. J. G. H.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I have visited all the Institutions for the Deaf, Dumb and Blind which I desired to see, except the one at Hartford, Connecticut.

I take with me for future reference and use the important Reports of the New York Institution for the Deaf and Dumb. In view of our establishing such Institutions in Canada, my visit to those in the United States is of the greatest importance, as I shall fully report upon them. . . .

NEW YORK, November 23rd, 1866.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

From what I have read and thought on the passage to England, I am deeply impressed with the great importance of having visited the Institutions of the Deaf, Dumb and Blind in the United States, and to have read their Reports of the last and previous years. I have learned not only the peculiarities and success of these Institutions, but whereon they differ from English, French and German Institutions of the same kind. I will, therefore, be able to visit and examine into the operations of European Institutions of the same kind to much greater advantage.

LONDON, December 4th, 1866.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I saw to-day in London both Mr. John A. Macdonald and Mr. William McDougall.

I have visited the Deaf, Dumb and Blind Schools of London, as also the South Kensington Museum and the School of Art and Design, and most of the objects of special interest in London. Mr. McDougall went with me to South Kensington, and we had a long talk on the whole subject of the School of Art and Design, and the School System generally, and came to an understanding, as to what I should do in regard to

the School of Art and Design, and those for the Deaf, Dumb and Blind. . . . Mr. John A. Macdonald gave me a Letter of Introduction to Mr. Adderley, M.P., the under Secretary of State for the Colonies, who conversed with me a long time about our School System, and gave me a Note of Introduction to Lord Stanley, (at the Foreign Office,) with a view to my getting Letters of Introduction to British Ambassadors on the Continent. Mr. Adderley asked me if our School System was not established while Lord Elgin was in Canada, and said that he had read his account of it, and that Lord Elgin was an intimate personal friend of his, and had, in various conversations, expressed the deepest interest in the Upper Canada School System. I stated to him, how much Lord Elgin had done to assist me in establishing the School System, and how deeply we felt his death, and that of his Brother, General Bruce. . . .

LONDON, December 15th, 1866.

EGERTON RYERSON.

NOTE. Doctor Ryerson, having been invited to attend the closing Session of the Wesleyan Training School, and to take part in the proceedings, he did so, and spoke as follows:—

I must disclaim what has been said, (alluding to the remark of the Principal's) that I am a great power, and something more, in the matter of Education, in the Country of my birth. . . . It has already been my duty to make several visits to other Countries for the purpose of enlarging my own views, refreshing my mind, and preparing for the more efficient discharge of my duties; and for the laying a deep and broad foundation for the future advancement of Education, and contributing, as far as might be, in connection with a System of Public Instruction, to the diffusion of useful knowledge. I am now on my fourth Official Visit to the principal Countries of Europe, in order that I might compare the results in these Countries with those in my native Country, and that I might be enabled the more effectually to supply any defect in our own System, while, at the same time, I might inspire them with higher views and more fervent zeal for the advancement of that which must ever be the foundation of all good government and all real and solid civilization. I have come here for the purpose of listening to the Address, and of getting my own mind more deeply impressed with those views, which I am sure would be enunciated by a Gentleman so pre-eminent both for learning and piety and of almost unrivalled ability. I have the Administration of the School Law of my Country in upwards of four thousand Schools. . . . and I have listened with pleasure to the practical and instructive Address with which we have just been favoured. I thank the Reverend President with all my heart for the Address, and I congratulate the Students upon the opportunity of listening to such a one, which I am sure would instil feelings and establish principles for their future guidance, which would be to them a tower of strength in the future, and at the same time give them an impulse to zeal, activity, and success in their respective vocations. I might perhaps be pardoned for mentioning that when the President had referred to the three sources of influence, and three grounds for gratitude in the education of young people in connection with that College, I had thought of a fourth source of influence, and a fourth ground for gratitude, and that was due to their venerable Principal. I could not but think of the power and the influence which led to the establishment of that Normal College, and of that moral influence, and of that moral and Religious System, which gave birth to the man who had laid the foundation of that Institution, and had also produced the man who had delivered the Address on that occasion, and had led to the raising up of a succession of men, of whom I might say that there were nowhere their superiors, and scarcely anywhere their equals, in the moral regeneration of the age in which they lived. This day I have been in conversation, by request, with the Under Secretary of State for the Colonies, Mr. Adderley, who was anxious to learn the Canadian System of Education. I feel it not only a duty, but the expression of an appropriate feeling of gratitude, wherever, or in whatever

society I am, to raise my colours and avow my religious profession. I can not be considered yet what is called an aged man, yet I am the oldest member of the Canadian Conference, which numbered when I commenced labour in connection with it but 24 members, whereas now there are upwards of 500. I feel thankful to the venerable Principal for the allusions he has been pleased to make, and I pray God that the influences of this night may long abide with and bless all who have been present.

LETTER OF INTRODUCTION TO HER MAJESTY'S REPRESENTATIVES AND CONSULS ABROAD.

NOTE. On presenting his Note of Introduction from Mr. Adderley, the Under Secretary of State, to Lord Stanley, Minister of Foreign Affairs, he gave Doctor Ryerson the following general Letter of Introduction to the Ambassadors and Consuls on the Continent of Europe, so as to enable him to prosecute his inquiries there in regard to the Institutions for the Deaf, Dumb and Blind, and also to make inquiries into the state and condition of Education generally in the various Countries which he should visit:—

This Letter will be presented to your Lordship by the Reverend Doctor Egerton Ryerson, who is the Chief Superintendent of Education in Upper Canada, and the Founder of the present Educational System there.

Doctor Ryerson is about to make a tour of inspection of certain Schools and Education generally, throughout Europe, and I have to request Your Lordship to afford him such facilities as may be in your power to enable him to carry out the objects of his Mission.

FOREIGN OFFICE, December 19th, 1866.

STANLEY.

DOCTOR RYERSON TO J. GEORGE HODGINS.

In regard to what you say respecting the Council of Public Instruction, I did not expect that you would vote in the Council; but I did expect you would attend its Meetings, and bring business before it, the same as myself. I also trusted that as Doctor Ormiston is now a Member of the Council, and as his views and aims are the same as my own, on all matters affecting the duties and policy of the Department, he would virtually take my place in the Council; and I am sure, that with the assistance of the other Members he would aid you to control proceedings.

I feel confident that, under your management, everything will go well.

PARIS, December 31st, 1866.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

Your letter, incidentally mentioning that you had not been present at the proceedings of the Council of Public Instruction, took me by surprise, as I had expected that you, as my Deputy, would attend the Meetings of the Council, and present and explain all matters requiring explanation, in my behalf and name, as much as if I were present.

On receiving your Letter I determined to consult the Attorney General for Upper Canada on the subject. I did so and directed his attention to the several clauses of the Act bearing on the subject. He said that if I had appointed you my Deputy, you were as much a Member of the Council in my absence as I was, when present. He said that by the School Act I was authorized to appoint a Deputy "to perform the duties of my Office in my absence." He also suggested to me, that, if I had not formally appointed you my Deputy, I had better do so forthwith. So I will write out and transmit your appointment as my Deputy now, according to the provisions of the School Act.

LONDON, January 22nd, 1867.

EGERTON RYERSON.

ENCLOSURE:—*Commission to John George Hodgins to Act as Deputy Superintendent of Education, and also as Official Representative of the Chief Superintendent of Education in the Council of Public Instruction for Upper Canada, during his absence from the Education Department at Toronto.*

As authorized and provided by the Ninth Clause of the One hundred and sixth Section of the Consolidated Common School Act of Upper Canada, 22nd Victoria, Chapter 64, I hereby appoint you, John George Hodgins, LL.B., to be my Deputy to perform my duties as Chief Superintendent of Education for Upper Canada in my absence. You will, therefore, perform my duties as a Member of the Council of Public Instruction, as well as Administrator of the School Law of Upper Canada.

[Seal].

EGERTON RYERSON,
Chief Superintendent of Education for Upper Canada.

LONDON, 22nd January, 1867.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I received to-day your welcome and long looked for Letter of the 23rd ultimo.

I am very glad to learn that my Letters from London settled everything according to your wishes, as I was sure it must be agreeable to your feelings, giving you a more distinct and higher position than that of Deputy,—it being equal to that of Chief in the absence, and by the appointment, of the latter. I am thankful also to learn that everything is proceeding satisfactorily in the Office. . . . That Professor Young proposes to resign his Office of Inspector of Grammar Schools. I had set my mind at rest on that subject, from my confidence in his ability, judgment and conscientious faithfulness, and from the belief that the duties of the Office were agreeable to him, and that his health was good. I desire that you will express to him my regret at the prospect of parting with him in his Office, although I can not expect him to sacrifice what he conceives relative duties, in order to retain it.

I have been thinking that I should like to devise some means for you to visit the Paris Exhibition before the close of the Season. Of course, if I decide upon getting things at the Paris Exhibition, I cannot get them until after it closes. In case of your coming, you could see to their packing, etcetera, and might add to the selection, as well as might make some beneficial Book arrangements in England. If you could come at the beginning of September, you could return in November. I expect to be home, of course, some months before, and hope to be able to do all the work in your absence, except that relating to Books, Maps, etcetera. You write to me what you think of the matter.

I have wished a good many times that you were here in my place, and that I had a week's quiet on my Island!

FLORENCE, March 19th, 1867.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

At Florence, by the introduction of the British Minister, I obtained all needful documents relative to the new system of Education in the Kingdom of Italy. At Florence the British Minister introduced me to Count Usedom, the Prussian Minister at Florence, formerly at Paris, a most delightful and universally learned man. He told me all about the workings of the Prussian System of Public Instruction in each neighbourhood, saying that the Law had not been changed at all since I was in Prussia in 1845—that the Government did nothing but inspect, and see that each locality had a School of a certain kind, and that each Person educated his Children; but that each locality taxed itself for the support of its School. He told me that I could find nothing suitable to my purposes in Prussia, in respect to the Militia organization, in connection

with the School System. But that Switzerland was the place for me to learn and study the School System with its feature of military training. In consequence of this System every Swiss had a good education, and understood the use of Arms and Military drill, and was yet practical, industrious and sober,—while the whole system was very inexpensive. He gave me a Letter of introduction to a friend of his in Switzerland, who could give me every information I might desire, and all needful Documents,—the result of which I hope to incorporate in my Report, or Sketch, of Education in Europe.

VENICE, March 28th, 1867.

EGERTON RYERSON.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The books and materials, etcetera, sold by auction at Montreal, did fairly well, but no more. The Educational Depository never seemed to do so well as it does now, and we have few, or no, complaints, and those very trivial.

I send you the copy of an exceedingly nice letter which I lately received from General Lee, Leader of the Southern Confederate Army. I had inserted some items in the *Journal of Education* relating to the General. Having sent some copies of it to the General, with a note, he replied in the following characteristic Letter:—

“I received this morning your Letter of the 11th instant with the numbers of the *Journal of Education* which accompanied it.

“I am extremely obliged to you for them. The pages of the *Journal* are filled with valuable information and interesting statistics upon the subject of Education, on which depends the healthy growth and steady advancement of a Country in Religion, happiness and prosperity.

“With great respect, your obedient Servant,

“LEXINGTON, 20th March, 1867.”

“R. E. LEE.”

TORONTO, 28th March, 1867.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

The Wells of Venice, as well as the Houses, having been flooded with salt water a few days before, we, therefore, suddenly left Venice, although we had a delightful Room, looking out on the Grand Canal. This is the first place of rest and retirement that we have had since we came to Europe. We are inhaling fresh Country air every day. We are in the centre of natural magnificence, beauty and grandeur, such as I never witnessed. Before us is a little deep egg-shaped Lake, abounding with fish, dotted with Skiffs, skirted with Flower Gardens, Walks, Shrubs and Villas, and overhung on either side by snow-capped Mountains,—with Roses and Flowers and green Plants at the Bottom of the Mountains, craggy Rocks and deep Snow at the top, and all apparently within a mile's distance. Near where we stop is the Villa of the Duke of Meiningen, and the Palace residence of the late Queen Caroline of England, (now an Hotel,) and the Villa of the King of the Belgians, a favourite place of retirement by the late King. What I have witnessed here in the quiet Sabbath of yesterday, has given me more impressive views of the varied beauty and magnificence of the works of God than I ever had before, although I have travelled much and finished my 64th year on the Sabbath before.

CADENABIA, LAKE COMO, April 1st, 1867.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

Here we received our Letters from Canada up to the 18th of March. I am thankful to learn that everything is going on well with you.

I commence to-day my inquiries into the present working of the Swiss School and Military Systems, in connection with that of Compulsory Education. Here, at Lausanne, Berne and Basel, I expect to obtain much useful information in regard to Edu-

cation, as even the French Government sent a Commissioner here last year to inquire into the report upon the working of the Swiss System.

In our Educational Proceedings in Upper Canada, we stand upon the ground of past success, of public economy, and public good, free from all personal gain, or interests, and upon the authority also of the best Educationists and best examples of other Countries. . . . Whatever may be my lassitude and weakness, I feel my old force and energy coming back to me whenever the ultra of partisanship . . . brandishes its threats against what I well, and long, know to be the real liberty and onward progress of the civilization of our beloved Canada, and which I hope will merit and perpetuate the name of our "glorious" Canada.

GENEVA, April 8th, 1867.

EGERTON RYERSON.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I feel very thankful to you for the offer of going home in the Autumn. I often felt that we laboured under a serious disadvantage in not, in this respect, following the practice of men of business, who go home every year, or every two, or three years, to revive, or make new business arrangements. I have tried to do the best I could in making satisfactory purchases, under all the circumstances. I should like to go home and make better terms permanently for ourselves, than those we have. I have made better terms in a few instances, but, in others, we have failed, as the persons in England do not realize our peculiar wants and circumstances. . . . I should like to take time and look out for various kinds of Apparatus and other useful things, suitable for our purpose, which are not always to be found in the regular way of business. I think too, that I could pick up some interesting things in the same way for our Educational Museum, and also for our Departmental Library, etcetera. I believe the Department would be amply repaid in two, or three, years, all the expense of my trip, for I now know thoroughly what we want. I would like too, under the new state of things politically, to do everything I could to put our Depository and Museum, etcetera, on the very best financial footing.

If, however, you could let me go early in August, and return in October, or November, I could do what I want thoroughly and satisfactorily, without being so hurried. . . . A week, or two, is a very little time from the Office, while it is a great deal when on such a mission. I could, too, use up my holidays in that way, so that my absence from the Office would not be so much felt. I always felt that we laboured under disadvantages, which no other mere business establishment had to encounter.

TORONTO, April 8th, 1867.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

In Switzerland, I got the educational information which I desired; but it was of less importance than I had expected.

I am glad to hear that everything goes on well with you. I expect to be home by the first week in June.

We have been to the Paris Exhibition. It is the productive and artistic civilized World in miniature.

PARIS, April 14th, 1867.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

Since receiving your last Letter, I have again gone through that Department of the Universal Exhibition, which includes all kinds of materials, such as Globes, Maps, and Models, Books, etcetera, relating to Public Instruction. . . . There are, some good

German and French Maps, and some good raised Maps, (*Maps en relief*), of France, etcetera. The best Map of the kind was one of British India, on Papier Mache, published in London. We must get it. There were some good Globes *en relief*, in the Prussian Department, manufactured in Berlin. Some Prints and Books also, *en relief*, for teaching the Blind. I think some Prints and Models and various other articles may be selected which will be useful.

PARIS, April 21st, 1867.

EGERTON RYERSON.

VISIT TO ENGLAND TO MAKE BETTER TERMS WITH PUBLISHERS AND TO PROCURE OBJECTS OF ART FOR THE MUSEUM.

As arranged by Doctor Ryerson, I left Canada for England early in July, 1867, with a view to revise our Depository terms with Publishers, and also to obtain objects of interest and of Art for our Educational Museum. Soon after my arrival in England, I received the following Letter from Doctor Ryerson:—

DOCTOR RYERSON TO J. GEORGE HODGINS.

All things go on as usual in the Office. The Premiers of both Governments were anxious that I should do something to assist in placing the system of Government upon the right foundation in our new Civil State. But before communicating with them, I determined to write boldly an Address to the People. They were delighted when they learned my determination, after I had written about half my Address. Its title is "The New Dominion of Canada: Dangers and Duties of the People in Regard to the Government."

It will, of course, draw upon me a great deal of abuse. But I have counted the cost, and thought that I ought to risk the certainty of the abuse, under the circumstances. I think a reaction is already beginning. I have thought it my duty to one more special effort in my appeal in regard to the just and right principles of Government, to save the Country from future wretchedness, mismanagement of public affairs, if not worse, whatever it might cost me.

Hoping that you may in all things be successful, and safely return.

I am now quite alone, beginning to write my Annual and Special Reports. I am wonderfully well; but I take some exercise every day, and do not work long at a time,

TORONTO, August 1st, 1867.

EGERTON RYERSON.

NOTE. As I progressed in my work, and discussed matters with the Publishers, I reported progress from time to time to Doctor Ryerson, intending to make a formal Report to him on the whole subject after I had completed my arrangements with the Publishers, and had made such purchases for the Museum as I thought might be desirable.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I have as yet made no purchases for the Museum, but I have spent a good deal of time in making inquiries and looking for things suitable for both our Museum and the Depository. I shall, I think, be able to arrange things satisfactorily; but it requires a Person to be actually on the spot, and to deliberate before deciding what is best to be done.

I find London has greatly changed, and in business matters quite keeps pace with its onward progress. I can plainly see how important it is for us to keep in touch with the London market and London business ideas, if we hope to keep in the van

with our Educational Depository and Museum. The South Kensington Museum is a perfect marvel, and, in its new quarters, it is palatial. I have gone carefully over some of the Bronze Electrotype there, and think I can make a small and appropriate selection at a moderate cost. The Historical Photographs of eminent British personages I have gone over two or three times, and think I can pick them out, (from duplicates and triplicates, and also others of less important personages), thus making a choice selection for our Museum. In Plaster Casts and Busts, I can do the same. I will try and exercise caution; but it requires, as I said before, great deliberation and care.

LONDON, August 8th, 1867.

J. GEORGE HODGINS.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I was very glad to get your welcome Letter of the 31st ultimo. I spent one whole day and part of two other days at the Exhibition. I have thoroughly examined it, with a view to get some things of interest and value from it, for our Museum and Depository. I have, however, confined my selection to Educational Instruments, Apparatus and Illustrations.

Since my return here I have been busy late and early; but the ground to be gone over, in looking at things, and in examining and comparing, is very great and makes it tedious, as I am anxious to make as thorough a search for suitable things as I can. I can find one thing here, and another thing there, but few things together in one place.

LONDON, 21st August, 1867.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I quite sympathize with you in your anxiety in making the selection of objects for the Museum. To decide what to select, and what to reject, among so many objects, and with small means, is very perplexing indeed. I could do it twenty years ago, but I seem to be unfit for it at present.

Mr. James Campbell has made a liberal offer in regard to the Readers. He proposes to leave the publication of them open to all Printers throughout the Dominion, without charge, or hindrance. Doctor Sangster, after examining them after revision, reports rather favourable on them.

I hope you will see and arrange to get copies of illustrations for School Books, that we may be able to procure them for the Readers with the least possible delay.

Wishing you every possible happiness and success.

TORONTO, August 22nd, 1867.

EGERTON RYERSON.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I have made a few purchases for our Museum, some Busts of noted men, and specimens of Assyrian and Egyptian Statuary, like those in the British Museum; also some Models of English School Furniture, some Shells, (typical), a few specimens of Greek and Roman Antiquities, (very select and limited in extent), and some other things. I am up every Morning between five and six, and work till nearly twelve at night. You know, by experience, how time goes in London, places are so far apart, and delays occur, independently of the time spent in inquiring into and comparing things, and in going to look at them. With the Booksellers, I have had more, or less, difficulty in getting as good terms as I would like. I am more than gratified that I have come over here on behalf of the Department. There are so many things suitable for us which I see, but which require time and trouble to seek out personally. I have found out many things in London business matters that I have learned, so that I hope we shall be able to turn this visit to account. All parties unite in saying that it requires constant acquaintance with the London market to carry out one's business

arrangements successfully, and that all men in business make it a point to come here frequently with that view. I can well understand now the reason and the necessity for doing so.

LONDON, August 28th, 1867.

J. GEORGE HODGINS.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

Enclosed I send you several Letters which I have received from Publishers, putting in a definite shape their final arrangements with me. . . . We are now prepared to reduce the price of Prize and Library Books from seven and half to ten per cent. below the now published prices in our Catalogue. In that way, the Public would get the benefit directly of our new and more satisfactory terms made here.

I have been incessantly busy for the last ten days and even nights. I write at night and call at various places in the day. I was up all day at the South Kensington Museum selecting Historical Photographs, etcetera, and in getting printed "Labels" so as to aid in the future formation of a miniature "food collection" like what is here. It is indeed a most interesting collection.

I am arranging to get, at some future time, Models of Ships and Boats, etcetera. In fact I am "symping out the Land" with an eye to further selections on behalf of our Museum.

LONDON, September 11th, 1867.

J. GEORGE HODGINS.

J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

Enclosed I send you another batch of "terms" with Publishers, and Letters. I am still getting on very well with them and others.

To-day I made some more selections at the South Kensington Museum.

I went up to Windsor early in the Morning, and down to Woolwich in the Afternoon and Evening. It usually takes two days to make this visit, but I could not spare the time. To-morrow at twelve I am going with the Reverend Doctor Macnab to call on our Canadian Bishops, of Huron, Ontario and Niagara, who are here.

I have got quite accustomed to London now, and will feel sorry to leave my old haunts of the "Strand," and "Charing Cross." The business men of London seem to make business a real pursuit and bend all their energies to it. It is amusing and instructive to note the various types of these men which you meet. Some are very pleasant to do business with; some very mean; others selfish, hard and grasping, but, with all of them, there is nothing like personal contact. One, or two, Houses I have been with three, or four, times, and have squeezed a little out of them at last. I tell them we wish, and must have, variety and excellence; but it must rest with them, after they hear my statements and explanations, to consider their own interest, in giving me the best export terms they can. In this way I find I get on well with them.

LONDON, September 13th, 1867.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I have just received your note of the 23rd ultimo, and I am extremely happy to learn of your success and speed. I think you had better come home to Canada first and see your Family, and then make the American Purchases. Your coming, too, may facilitate, rather than retard, these purchases.

TORONTO, October 8th, 1867.

EGERTON RYERSON.

CIRCULAR TO TEXT BOOK PUBLISHERS IN GREAT BRITAIN AND THE UNITED STATES.

I have the honour to inform you that the Committee on Text Books, appointed by the Council of Public Instruction for the Province of Ontario, (Upper Canada), in a Report to the Council, which was adopted, made the following recommendations:—

"The Committee desire to bring specially under the notice of the Council the great want of an adequate Library of School Text Books. They are of the opinion that the result of a Circular on the subject, addressed by the Department to the British and American publishers, would be the formation of an ample collection of sample Text Books, useful not merely to the Council and to the Committee on Text Books, but also to the large body of Teachers throughout the Dominion."

I may here state that the Books for our Public School Libraries, as well as the Text Books used in the Schools, are to be recommended by a Council of Public Instruction, of which the Chief Superintendent of Education is a member. Our Common School Law requires the Chief Superintendent of Education among other things:—

"(4) To apportion the money provided by the Legislature for the establishment and support of School Libraries; but no aid shall be given towards the establishment, or support of any School Library, unless an equal amount be contributed and expended from local sources for the same object.

"(10) To take the general superintendence of the Normal School; and use his best endeavours to provide for, and recommend, the use of uniform and approved Text Books in the Schools generally.

"(11) To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several Counties, Townships, Cities, Towns and Villages.

"(12) To provide and recommend the adoption of suitable plans of School Houses, with the proper furniture and Appendages; and to collect and diffuse, among the people of Upper Canada, useful information on the subject of Education generally.

"(13) To submit to the Council of Public Instruction all Books, or Manuscripts, which may be placed in his hands, with the view of obtaining the recommendation, or sanction, of such Council of Public Instruction, and, for its consideration, such general Regulations for the Organization and Government of Common Schools, and the management of School Libraries, as he may deem necessary and proper."

Among the duties of the Council of Public Instruction are the following:—

"(4) To make such Regulations from time to time as it shall deem expedient for the organization, government and discipline of Common Schools; the classification of Schools and Teachers, and for the School Libraries throughout Upper Canada.

"(5) To examine, and, at its discretion, recommend, or disapprove of, Text Books for the use of Schools, or Books for School Libraries.

"(128) No portion of the Legislative School Grant shall be applied in aid of any Common School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval."

The Grammar School Law of the Province also declares that:—

"(15) Such Council shall prepare and prescribe a list of Text Books, programme of Studies, and general rules and Regulations for the organization and government of the County Grammar Schools."

You will observe by these extracts from our School Law, that provision is made for the introduction and use of two classes of Books,—Text Books for the Elementary and the Classical Schools, and Books for the School Libraries. In order to give effect to these provisions of the Law, it has been enacted in the Grammar School Law, that:—

"(12) In each County Grammar School provision shall be made for giving . . . instructions . . . according to a Programme of Studies and General Rules and Regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor-in-Council; and no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations."

In the Common School Law it is also declared that:—

"(98) It shall be the duty of the County, or Circuit, Boards of Public Instruction, (3) To select, (if deemed expedient), from a list of Text Books recommended, or authorized by the Council of Public Instruction, such Books as they may think best adapted for use in Common Schools of the Country or Circuit, and to ascertain and recommend the best facilities for procuring such Books.

"(91) It shall be the duty of the Local Superintendent of Schools: (6) To see that all the Schools are managed and conducted according to Law,—to prevent the use of unauthorized, and to recommend the use of authorized, Text Books in each School,—and to acquire and give information as to the manner in which such authorized Books can be obtained, and the economy and advantage of using them.

"(79) It shall be the duty of each Board of School Trustees: (15) To see that all the Pupils in the Schools are duly supplied with a uniform series of authorized Text Books.

"(27) It shall be the duty of the Trustees of each School Corporation: (18) To see that no unauthorized Text Books are used in the Schools, nor except any but those sanctioned and recommended by the Council of Public Instruction."

I therefore, transmit this Circular, to request you, (if you think proper), to send to the address below specimens of all Text Books, or Works on Education, published, or sold by you, so as to form a Reference Library of Text Books. The Department will be pleased if you can thus facilitate the work of the Council, and the cause of Education in the Province.

TORONTO, 16th April, 1868.

EGERTON RYERSON.

ADMISSION OF GIRLS TO THE GRAMMAR SCHOOLS OF ONTARIO, 1867, 1868.

NOTE. A protracted discussion took place in 1867-68 on the question of Girls in the Grammar Schools. It took the popular form of the "Admission" of Girls to the Grammar Schools, which was not the question, but shall Girls be admitted to the Grammar School solely for the purpose of having them take "the Classics," with a view to swell the attendance in that subject, so as to increase the Parliamentary Grant to the School. That was the sole question in dispute in the Controversy, and it was to this practice that the Department objected. It was also thus noticed and referred to in the House of Assembly when discussing the question of Grants to the Schools:—

Prior to the year 1866, the Legislative Grant for Grammar Schools, commonly called the Grammar School Fund, was distributed among the Counties of Upper Canada in proportion to their population. In 1865, the Act for the Improvement of Grammar Schools was passed, which provides that the Grant shall be distributed upon the basis of the daily average attendance of Pupils in each School. In 1866, the Grant was so apportioned, being distributed according to the average attendance of Pupils, without distinction of sex. In 1867, the ratio of apportionment for Girls was reduced by the Department of Public Instruction, (with no authority from the Legislature), to one-half

of that for Boys; and in the present year the apportionment for Girls has been discontinued altogether.

In 1865, the Council of Public Instruction promulgated a revised "Programme of Studies" with a system of "Regulations for the Government of Grammar Schools." By these Regulations it was provided that, after the first day of January, 1866, no School should be entitled to receive any portion of the Grammar School Fund unless it had a daily average attendance of at least ten Pupils learning Greek, or Latin.

PROCEEDINGS OF THE HOUSE OF ASSEMBLY ON THE SUBJECT.

Mr. Blake said that, assuming that the whole question of these Educational Grants was under discussion, he wished to make a remark on the mode of apportioning the Grants to the Grammar Schools. This was based on the erroneous principle of attendance, so that the effect has been unduly to swell the attendance of classes of children not qualified for Grammar Schools,—Girls and others being got to attend, in order to learn Classics and thus obtain an increased Grant.

The Honourable J. S. McDonald thought that the Grammar Schools had been deteriorated by receiving children who were not qualified to enter them. The question had been brought under his attention by a Communication from the Chief Superintendent of Education, who desired his Opinion whether it had been intended that Girls should be admitted to Grammar Schools to study Latin and Greek, so as to increase the Grant. His, (Mr. McDonald's), impression was that such had not been the intention. This practice of getting Girls into the Grammar Schools, with this object, had the effect of interfering with, and injuring the usefulness of higher Seminaries for Girls. . . . He promised that the attention of the Government would be given to the subject.

Doctor McGill understood that latterly a great many Girls had been made to attend the Grammar Schools, to study Latin and Greek, in order to get larger Grants. He agreed that, to some extent, that was the fact. He did not agree, however, that Girls should be excluded from the Grammar Schools. If this were done, they would to a large extent be practically excluded from the higher education which they could now get in Grammar Schools. With all due deference to Mr. Young, the Inspector of Grammar Schools, who had strongly urged the exclusion of Girls, he thought the learned Gentleman had pressed that matter too far. Many Girls were now getting a good education in Grammar Schools, which they could not possibly get otherwise. Separate High Schools for the education of Girls could not, in the circumstances of our Country, be at all generally established.

Mr. Fraser was glad to hear that the attention of the Government was to be given to this important subject. His own impression was that Grammar Schools were not the best places for the education of Girls. He hoped that the Government would consider the propriety of giving a grant for High Schools for Girls, in many localities through the Country.

Mr. Sinclair approved of the suggestion to establish Schools for the superior education of Girls. At the same time, he did not think they should be excluded from Grammar Schools which gave an education, some kinds of which were as useful to Girls as to Boys.

Mr. Ferrier, from the experience he had had, believed that the system of teaching Boys and Girls together in Grammar Schools, worked well. The Girls, in many instances, showed just as good an aptitude for learning Greek and Latin as Boys.

. . . —*Globe Report.*

LETTER TO THE REVEREND DOCTOR RYERSON, CHIEF SUPERINTENDENT OF EDUCATION.

I am instructed by the Board of Trustees of the Clinton County Grammar School to inquire whether the Regulation established during the present year, by which, in

apportioning the Legislative Grant, fifty per cent. only of the average attendance of Girls has been reckoned, is to be rescinded; or whether this Regulation will be retained; or whether Girls will be altogether excluded from the computation. It will be at once apparent that some assurance on this head is necessary to enable the Trustees to make their Estimates and arrangements for the coming year.

We would respectfully suggest for your consideration that, if there are some evils arising from the attendance of Girls in Grammar Schools, these evils will not be in the slightest degree diminished by the new Regulation in question. These Girls are sent to the School solely for the purpose of giving them the benefit of the superior education which they receive in it; and they will continue to attend if no Apportionment whatever is made on their account. The only result, therefore, of this new Regulation will be to diminish the Salary of the Master. . . . It was our hope that, as the School increased, the Salary of the Teacher would also increase, by the additional amount received from the Legislative Grant. The new Regulation deprives the School, in a large measure, of this advantage. The Girls continue to come to the school, and the Teacher has the labour of instructing them as before, while he is deprived of a portion of the Grant which would have been added to his Salary. This result is so contrary to the views which you have always urged in regard to the Salaries of Teachers, and is so injurious to the interests of the Schools, that we cannot believe that the Regulation which produces it will continue to receive your approval. . . .

The new Regulation is evidently in direct conflict with the injunctions of the Legislature, which has nowhere given authority to any individual, or Board, to pronounce two Pupils of one class, or sex, to be equal to one Pupil of another class, or sex. We submit that no power less than the Legislature itself can do this. The Legislature has not authorized the exclusion of Girls either from the Grammar Schools. The phraseology of the Statutes relating to this Apportionment is precisely the same as that The Common School Act prescribes that the Local Superintendent shall apportion the Common School Fund money among the School Sections "according to the ratio of the average attendance of Pupils at each Common School." We can see no reason why the word "Pupils" should in one Act be held to mean Boys and Girls, and in the other Act Boys only. . . . They are originated and supported mainly from Municipal and Provincial Grants, levied upon the whole community. To exclude from the benefits of these Schools those Tax payers who have only Daughters to be educated would seem to be a stretch of authority which nothing but the plain declaration of the Legislature can warrant.

It may be further observed that if any evils result, from allowing Boys and Girls of the age of those commonly attending Grammar Schools to be taught together, these evils will not be diminished; but rather increased, by excluding Girls from those Schools. Upon such exclusion, the Girls will be sent back to the Common School, where they will usually be placed in the first, or highest, class. The Boys in this class will ordinarily be of about the same age as the Boys in the Grammar School. . . . To send back the Girls from the Grammar to the Common School would, therefore, necessarily lead to the inference that the Department of Public Instruction is only anxious about the character and demeanour of the Pupils in Grammar Schools, and is indifferent about those important subjects in Common Schools.

We hasten to express our conviction that this inference would be entirely unjust. On the contrary, we feel assured that in all which has been done in this matter the Department of Public Instruction has acted with the sole view of promoting the educational interests of all classes. Especially we have, as a Board, to express our grateful sense of the attention and kindness with which our efforts on behalf of the School entrusted to our charge have been constantly aided and encouraged by yourself and the able and esteemed Deputy Superintendent. . . .

We have not thought it necessary to enter into the general question whether Girls and Boys of the age of those who usually attend Grammar Schools should, or should not, be taught together, because, as has been before observed, if Girls are excluded from

the Grammar Schools, they will, for the most part, be sent back to be taught with Boys of the same age in the Common Schools. It may, however, be observed, that, in most Grammar Schools, and in some Colleges in the United States, Pupils of both sexes are taught together. And, as regards the present tendency of opinion in Great Britain, no better evidence can be cited than that of Earl Russell. At the recent distribution of Prizes in connection with the Birkbeck Literary and Scientific Institution, that eminent Statesman made some remarks on this subject which are thus reported:—

“There is one element that has been constantly a part of the Birkbeck Institution which I should like to notice—*videlicet*: that Ladies, as well as Gentlemen, are admitted to share in the advantages offered. I cannot think that a knowledge of Arithmetic, or an acquaintance with the various branches of literature, will at all injure that domestic economy, of which Ladies are generally expected to be perfect mistresses. On the contrary, I should think that anything that sharpens the intelligence, imparts better information to the mind, and gives greater scope to the mental faculties, is likely to improve the capacity of Ladies, as well as that of men, in anything they undertake. The very interesting report, which gives an account of Mr. Fraser's journey to the United States and Canada, tells us something on this point. It says that in the Schools and Colleges he visited, young ladies are allowed to compete with young men for the highest prizes; and he mentions that the first on the list of one Institution, with regard to Greek Authors, were three young ladies, with regard to Latin Authors were two young Ladies, and I think three young Ladies stood first for the mathematical prize. I am very glad that this Institution had that right appreciation of the talents of Ladies; and I trust that the Ladies, at all events, will go on gaining these prizes for learning of various kinds.”

Of the Girls, who are studying Latin in our School, some are preparing to be Teachers, and others are influenced by the desire of their Parents that they should derive every possible advantage from the instruction given in the School. It is the opinion of many that the learning and teaching of language are peculiarly appropriate to the capacity and province of the female sex. In the natural course of events, almost every Woman is destined to become a Teacher of language, at least within her own family. Those who have enjoyed the benefits of a superior education, such as is given in the Grammar Schools, will not only be the best instructors of their children, but will be the most anxious that these should enjoy the like benefits. And instead of the education of Girls in our Grammar Schools proving to be an injury to those Schools, it may be confidently anticipated that both the Grammar Schools and the Universities of the Dominion will at a future day be indebted for no small increase in the numbers of their Students to the anxiety of these Girls, then become intelligent and thoughtful matrons, to secure for their children the best education which the Country can afford them.

H. HALE.

CLINTON, December, 23rd, 1867.

Chairman, Board of Clinton G. S. Trustees.

REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to state, in reply to your Letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the Law Officers of the Crown in regard to the provisions and intentions of the Grammar School Law.

The Trustees and Masters of some Grammar Schools believe that the Grammar Schools as well as the University Colleges, were intended for Boys; and that no part of the Fund set apart for Grammar Schools, any more than the University Endowment, was intended for other than the education of Boys, or young men. They have, therefore, complained that while they educate only Boys, other Schools are paid for admitting Girls, the great majority of whom are pressed to learn Latin, merely to increase the Apportionment to the Schools, without any intention of studying Italian, French,

Spanish or Portuguese, to which the study of Latin is an appropriate introduction, and most of whom do not go beyond the first, or second, declension. It is also urged that if the Grammar School Fund be apportioned according to the average attendance of Boys, only, then all Grammar Schools will be treated alike; and if the Trustees and Masters of some Grammar Schools think proper to admit Girls, they can do so, and charge such Fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar Schools than in the Common Schools. . . .

TORONTO, December 30th, 1867.

EGERTON RYERSON.

LETTER TO THE REVEREND DOCTOR RYERSON, CHIEF SUPERINTENDENT OF EDUCATION.

The Board of Trustees of the Clinton Grammar School have the honour to acknowledge the receipt of your Letter of the 30th of December last, giving the grounds on which you had been urged to make this decision, and in so doing to reverse the previous practice of your Department in this respect.

In that Letter you inform us that, under the circumstances, you had felt it your duty to get the following legal Opinion of the Law Officers of the Crown before finally deciding on this question of apportionment:—

“My interpretation of the Grammar School Act in relation to the question submitted by you is that Boys alone should be admitted to these Schools, and that consequently the Grammar School Fund was intended for the Classical, Mathematical, and Higher English education of Boys.”

It is our duty, as guardians of the interests of the School committed to our charge by the Municipal Councils of this County and Village, to point out to you that this opinion is at variance not only with the former practice of your Department, but with the existing System and the Regulations prescribed by the Council of Public Instruction, and approved by the Governor-in-Council. . . .

NOTE. The Letter then goes on to argue the question at great length, seeking to prove that the views and intentions of the Legislature, and those of the Council of Public Instruction, in regard to our Grammar School System, are entirely different. The difference was set forth by the Board as follows:—

1. The Legislature intended that the Schools should be principally devoted to “giving instruction in all the higher branches of a practical English and Commercial education”; while, as a secondary object, they should teach Latin, Greek, and Mathematics, so far as to prepare Students for entering the University. The Council make the Classical and Mathematical instruction the main object of the Schools, and the teaching of the English branches altogether subordinate.

2. The Legislature desired to extend the advantages of Grammar School instruction as widely as possible, and enacted that Schools of any number of Pupils, however small, might exist, so long as the local communities were willing to sustain them. The Council look with disfavour upon small Schools, and have adopted a Regulation which, if carried out, will close the greater number of them.

3. The Legislature, in 1865, when the Schools were known to have about two thousand female Pupils, enacted that the Legislative Grant should be apportioned to the Schools according to the average attendance of “Pupils.” The Council direct that though Girls may continue to be Pupils in the Schools, they shall not be computed in apportioning the Grant; while the new legal Opinion, called forth under the same impression which operates in the Council, excludes them from the Schools altogether.

The System intended by the Legislature, if carried out, will ultimately furnish the means of obtaining a superior education, near their homes, and at a moderate expense,

to all the children in the Province whose Parents, or Guardians, may wish it. The system favoured by the Council will restrict the Schools to large Towns, in each of which a number of Boys will be collected together, many of them from a distance from their families, exposed to all the evils and temptations inseparable from large Towns and deprived of the purifying influence which proceeds from the sisterly companionship of Girls in the School. . . .

In conclusion, we beg again to express the sincere respect and gratitude which we entertain for your constant and most useful exertions in the cause of Education, and our hope that your personal views will be in favour of an enlarged, liberal, and practical system of Grammar School instruction, such as we believe to have been designed by the Legislature, and such as the people of this Province, expressing their sentiments through the practice of so many local Boards, undoubtedly prefer.

Signed by the Trustees and Officers of the County Grammar School.

CLINTON, 20th July, 1868.

REPLY TO THIS COMMUNICATION BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Herewith, I have the honour to transmit a Circular addressed to Members of the Legislature, respecting a proposed improvement in our Educational System; and from which you will perceive that the matters referred to in your Communication of the 20th of July have been under the consideration of the Department. In my Annual Report you will see that I deal with this question.

TORONTO, 23rd November, 1868.

EGERTON RYERSON.

GRAMMAR SCHOOL MASTERS' ASSOCIATION ON GIRLS IN THE GRAMMAR SCHOOLS.

At a meeting of the Grammar School Masters' Association in 1868 the subject of the admission of girls to Grammar Schools was fully discussed, after which the following Resolutions on the subject were passed:—

Whereas, in the opinion of this Association, the sound, substantial and liberal education of the females of this Province is essential to its future progress and welfare, and whereas there should be no material difference in such exclusively mental studies as are followed with objects purely educatory and preparatory; and whereas, in the experience of the Members of this Association, the similar mixed education of Boys and Girls in our Grammar Schools has proved mutually beneficial; and whereas several of the Grammar Schools have, in each and every year since their establishment, admitted Girls, and the majority of them did so last year; and whereas the present Course of Study is, in some respects, not well adapted to meet the wants of those who attend the Grammar Schools, and complete their education in them; and whereas the Grammar Schools may be adapted to supply the higher education of both sexes. Therefore, resolved:—1. That the Course of Studies for Girls and Boys in our higher Schools should be substantially the same. 2. That, although the separate education of the sexes is believed to be inadvisable, yet the decision of the question of their co-education in the higher Schools ought to be left wholly to the several Boards of Trustees. 3. That the non-recognition of Girls as Pupils of our Grammar Schools is contrary to the wishes of the great majority of the people amongst whom these Schools are situated,—as is evidenced by the fact that 94 out of 104 of such Schools admitted Girls last year. And that, in our opinion, the legal recognition of Girls as Grammar School Pupils is calculated to further the real educational interests of the Country. 4. That the Programme of Studies prescribed by the Council of Public Instruction, for Grammar Schools, ought to be so amended as to give more prominence to Natural and Experimental Science, and to add to it the study of English Literature, the elements of Logic and of Mental

Science, and also to make the study of Greek optional, except in the case of Students preparing for College and for the Professions. 5. That the wiser policy would be, not to establish separate High Schools, or commercial Schools for either sex, but to increase the efficiency of the Grammar Schools by affording greater facilities for instruction in the additional studies indicated above, or any that may be necessary, and by devoting to them such further aid as they may need.

ONTARIO TEACHERS' ASSOCIATION ON GIRLS IN THE GRAMMAR SCHOOLS.

At a meeting of this Association in 1868 an interesting discussion took place on the coeducation of the sexes and the advisability of the School Law being so amended that Girls be recognized as Pupils in the Grammar Schools.

THE CHIEF SUPERINTENDENT'S LETTER TO THE NEWSPAPERS ON THE ADMISSION OF GIRLS TO THE GRAMMAR SCHOOL.

The whole of the Income of the Grammar School Fund is annually apportioned and distributed among the Grammar Schools of this Province. It can, of course, be of no personal interest to myself, or to any other Member of the Council of Public Instruction, whether any one Grammar School gets more, or less, of the Fund. The simple question is whether the distribution of the Fund is equitable.

The principle of distribution which has been adopted is the average attendance of Boys in the prescribed Course of Studies; and this is done according to the Opinion of the First Law Officer of the Crown respecting the provisions of the Grammar School Law. . . .

No Regulation has been adopted, or decision given, against admitting Girls to pursue the whole course of Grammar School Studies if the Trustees and Master of any Grammar School wish thus to admit Girls. There is no more Regulation against the admission of Girls than of Boys to the Grammar Schools. There is even an express Regulation to admit Girls to learn French, without studying Greek, or Latin. But the real object of the complaining parties would seem to be, not the admission of Girls to the Grammar Schools, but paying the Masters out of the Grammar School Fund for the admission of Girls and relieving the Parents of such Girls from the payment of Fees on account of the admission of their Daughters. But there are many Grammar Schools, where Girls are admitted, that would be losers if the Grant were distributed on the basis of the Girls' and Boys' attendance combined. If such a mode of computation were adopted, the rate per Pupil would, of course, be smaller than when the Boys alone are reckoned.

According to the Returns of 1867, if a School had an average attendance of ten Boys and Four Girls, and the Girls were reckoned in the distribution of the Grant, such a School would receive precisely the same Grant as it would if the Boys only were reckoned, the higher rate per Pupil in the latter case, making up the amount.

There were upwards of 30 Schools which admitted Girls in 1867, and yet if the Girls had been reckoned their Grants would have been less than they are the current year. Of course, where the average of Girls' attendance is in a greater proportion to that of Boys (than 4 to 10) the Grants would have been larger, while those with a smaller proportion of Girls would have had smaller grants.

On the other hand, there are Trustees and Masters of Grammar Schools who have never admitted the propriety of educating large Girls and Boys together; who confine the whole work and strength of the teaching staff to teaching Boys the prescribed Course of Grammar School subjects, and complain, as unjust to them, that a part of the Grammar School Fund should be diverted from them to other Grammar Schools for persuading numbers of Girls to learn Latin,—and a preventive to such Girls getting a solid and useful English Education.

Where a Girl happens to possess great talents for learning Languages, and her Parents wish her to master the whole family of the most popular modern Languages, the preliminary study of Latin would, in my opinion, greatly facilitate the accomplishment of that object. But I cannot suppose that there are from 20 to 40 such feminine prodigies in each of a half dozen Country Towns and Villages in this Province in a single year; nor do I think the Grammar School Fund was intended to provide for such cases.

I am equally as concerned with others for the superior education of Girls; but I am not disposed to advocate a course which I believe will impede rather than promote the proper education of Girls. I think many Boys would do better to get a solid English education than to neglect it for a smattering of Latin.

The following extract from an Official Letter, which I addressed last December to a Chairman of a Grammar School Board of Trustees, will show that I have not acted hastily, or arbitrarily, in the matter, but deliberately and according to law.

I have the honour to state, in reply to your Letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the Law Officers of the Crown in regard to the provisions and intentions of the Grammar School Law.

The Trustees and Masters of some Grammar Schools believe that Grammar Schools, as well as University Colleges, were intended for Boys; and that no part of the Fund set apart for Grammar Schools, any more than the University Endowment, was intended for other than the education of Boys, or young men. They have, therefore, complained that, while they educate only Boys, other Schools are paid for admitting Girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment of the School, without any intention of studying Italian, French, Spanish and Portuguese, to which the study of Latin is an appropriate introduction, and most do not go beyond the first, or second, declension. It is also urged, that if the Grammar School Fund is apportioned according to the average attendance of Boys only, then all the Grammar Schools will be treated alike; and if the Trustees and Masters of some Grammar Schools think proper to admit Girls, they can do so, and charge such Fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar than in the Common Schools.

I may remark that I administer the Grammar School Law not only, as above stated, according to the legal opinion of the First Law Officer of the Crown, but also upon a principle which I believe to be just to the Masters and Teachers of the Grammar Schools, and to the best interests of Grammar School education. I think, however, that since our separation from Lower Canada it is a question for consideration whether French should be made imperative in any case, any more than German,—thus leaving simply two Courses of Instruction in the Grammar Schools,—an elementary Classical and a Higher English Course.

As to the question of the higher education of Girls, this is not the place or the occasion to discuss it. I have not omitted this important subject in my Special Report, (on Education in Europe and the United States), in my twelve suggestions for the further improvement of Public Instruction in Ontario. I will merely quote here the first three sentences of my tenth suggestion, under the head of "High School for Girls."

"I would suggest that a more specific and effectual provision be made than has yet been made for the better education of Girls. It is the Mother more than the Father that decides the intellectual and moral character, if not material interests of the Household. A well educated Woman seldom fails to leave upon her Offspring the impress of her own intelligence and energy, while on the other hand an uneducated or badly educated Mother often paralyses, by her example and spirit, all the efforts and influences exerted from all other sources for the proper training and culture of her Children."

PROPOSED SCHOOL LEGISLATION SUGGESTED IN DOCTOR
RYERSON'S SPECIAL REPORT ON THE STATE OF EDU-
CATION IN EUROPE AND THE UNITED STATES, 1868.

NOTE. At the close of his elaborate Report on the State of Education in Europe and the United States, the Chief Superintendent of Education made a number of suggestions as to the improvement of our Canadian System of Education. This gave rise to the inquiry in the House of Assembly as to the intentions of the Government on the subject, and as to whether Doctor Ryerson had submitted any Draft of School Bill to it, with a view to having the Bill laid before the Legislature. The Chief Superintendent, therefore, addressed the following Letter on the subject to the Editors of the Toronto daily Newspapers:—

I observe in the Report in your Paper of the parliamentary proceedings of yesterday the question was asked, as to whether the Government intended to introduce any Measure this Session respecting Grammar, or Common, Schools, the Premier remarked, "that legislation on matters of this description generally proceeded from Reports of the Chief Superintendent of Education, and, as no Report had been submitted on the subject by him, Ministers were not prepared to take action in the matter."

Having been permitted by the Government to make an Educational Tour during the last year in some of the neighbouring States and several Countries of Europe, and having been directed by it to enquire into the establishment and working of Institutions for the Deaf, Dumb and Blind, I hope to be able to lay before the Government a Special Report, containing the results of my observations and inquiries. My Report will also contain short accounts of the Systems of Public Instruction in . . . Europe and America, and including an argumentative review of the question of Compulsory Education, with the actual working of the Law on the subject in several European Countries.

I have no theoretical changes to propose in our School Law, as the result of my observations, and as I believe that, in our Common School Law, we have the advantage of any Country, or State, I have yet visited. But I believe that in some of the practical details of the workings of our Law, important improvements can be made, especially in the more efficient Inspection of Schools, and in means to prevent the best Teachers from early leaving their profession. The examples of Holland and Switzerland on these, and several other subjects, will be very suggestive to us. The system of elementary instruction in the former was established when Holland was the Batavian Republic; that System of Schools has survived their revolutions,—exists, with slight modifications, is yet still Non-denominational, after half a century's trial, in its entire integrity,—receives small appropriations from the State, (which yet oversees everything), and places Holland at the head of popularly educating Countries. In some of the largest Cities, there is reported not to be a Child, ten years of age of sound mind, that cannot read and write. In Switzerland,—a Country hardly one-twelfth the size of Upper Canada, although with twice the number of our population,—there are no less than twenty-five Republics, each with its own Educational System,—presenting, in many instances, very remarkable results,—the whole affording an interesting and suggestive study for the Educationist, and even Statesman, in a Country like ours.

I do not see, any pressing necessity for immediate School Legislation. My own impression is, that the more satisfactory and efficient mode of proceeding will be for the Press to discuss the facts and suggestions of my special Report, until the next Session of the Legislature, when all parties will be prepared for a final revision and consolidation of our whole School System.

TORONTO, January 16th, 1868.

EGERTON RYERSON.

SUGGESTIONS FOR THE FURTHER IMPROVEMENT OF PUBLIC INSTRUCTION IN ONTARIO.

Many suggestions which I might here offer have been anticipated by the general remarks which I have made on European and American Systems of Popular Education. I will, therefore, limit myself under this head to as few and brief remarks as possible, relating the improvement of our own School Law.

I do not suggest at present any material amendment of our Grammar School Law; or any amendment of the general provisions of our Consolidated Common School Act; or any change in the mode of appointing any Officers authorized to administer it. But I do submit to the calm and favourable consideration of the friends of universal education, both in and out of the Legislature, certain modifications in some of the details and practical applications of our School System.

County Superintendents and their Qualifications.—I would submit that the appointment of Local Superintendents ought to be restricted to a Person who has at least the qualifications of a First-class Teacher, and who has had experience in teaching, and who will, therefore, be able to manipulate a School himself, and aid the less experienced Teacher by example, as well as counsel, to manage and teach his, or her, School. In the State of Pennsylvania, the selection of the County Superintendent is restricted to "A Person of literary and scientific acquirements and of skill and experience in teaching." In England so much importance is attached to the qualifications of Inspectors, that only men of a University Standing are appointed; and it will have been seen, in the former part of the Report on European Systems of Education, that the chief instrument of the marvellous success and efficiency of the System of Popular Instruction in Holland and other Continental Countries, is the selection of able and practical men as School Inspectors, whom, the venerated founder of the Holland School System told the French School Commissioner, "should be sought as with a lighted candle." The appointment should, of course, be during pleasure,—virtually during good behaviour and efficiency.

Constitution of County Boards of Examiners.—I think a great improvement may also be made in the constitution of County Boards of Examiners. In England the Examiners to award Scholarships in Colleges, or Offices in the Indian Service, founded on competitive examination, or any scholastic honour, or Bursaries, are never more than three, often not more than two, sometimes only one. I think, therefore, that if each County Board of Public Instruction, which is simply a Board of Examiners, and which now consists of Local Superintendents and all Trustees of Grammar Schools, were reduced to three competent Persons in each County, it would be a great saving of time and expense and contribute much to the efficiency of such Boards. The County Judge, the County Superintendent, and a practical first-class Teacher, would be as economical and efficient a County Board of Examiners as could be devised.

Permanent First-Class Certificates.—It appears to me also worthy of consideration, whether the First-class Teachers' Certificates ought not to be more permanent than they are; that while a First-class Certificate ought not to be given except upon the ground of efficiency of teaching, as well as of attainments; yet when once given, whether it ought not to be during life, unless revoked, as in the case of the admission of a Candidate to be a Barrister-at-Law, or a Practitioner of Medicine. This assumes, of course, that the standard of qualifications of Teachers should be so raised as to prevent the licensing of any Teacher who is not qualified to teach the prescribed Programme of Common School Education. The secret of the success and efficiency of the School Systems of Holland, Switzerland and other European Countries, as also in the Cities and Towns of the neighbouring States, is traced to their securing thoroughly qualified Teachers, and the thorough oversight and inspection of the schools. I am persuaded that if we protect the Teachers' profession against the intrusion of unqualified persons,

we shall seldom, or never, be without a sufficient number of duly qualified Teachers in any County in Ontario. Besides, there are many Teachers, and they will be found in increasing numbers, worthy of a Provincial or National, Certificate of Qualifications, available for life, (during good behaviour), in every part of the Province.

A Fixed Minimum for Teachers' Salaries.—It is also submitted for consideration, whether there should not be a fixed minimum of Teachers' Salaries in the Townships, if not in the Cities and Towns. In the foregoing account of European Systems of Popular Education, it is seen that in those Countries of Europe in which the School Teachers' profession and the Public Schools are most efficient,—such as Holland, Switzerland and other Countries poorer than Ontario, there is a minimum of a Teachers's salary fixed by law; and where any Commune, or School Section, is too poor to provide the prescribed minimum salary of the Teacher, according to a certain rate on assessed property, such Commune is assisted to make up the deficiency by a special appropriation from the State Fund.* In the absence of any legal provision of that kind, both in the United States and Ontario, there are many Trustees who seek the lowest priced Teacher, without regard to efficiency; and, in many instances, meritorious and efficient Teachers have been supplanted by low priced Teachers, of an inferior class, to the injury of the School, and of many children and youth whose Parents have been taxed to pay a Teacher quite incompetent to instruct their own children. This is a wrong to the public, a wrong to the children, and wrong to individuals taxed to pay such a Teacher. A Free School is not intended to gratify individual meanness and avarice, but to secure the education of all the children of a neighbourhood; and no School should be made Free, (that is, supported altogether by a rate on property), which is not competent to teach all the youth of the neighbourhood desirous of being taught all the prescribed subjects of a Common School Education. But both the competent Teacher and the School Rate Payer should be protected against injustice and incompetence by having a minimum of Salary legally prescribed, which would keep competent Teachers from leaving the profession, and below which, meanness, on the part of any Trustees, could not descend. Whether this minimum of Teachers' Salaries should be prescribed by a County Board, or by the County Council, or by the Legislative Assembly, is also a matter for consideration. In the neighbouring States one of the most serious hindrances to the efficiency of their Schools,—and the evil is deeply felt in Canada,—is the relinquishing of the profession by the best Teachers, on account of remuneration so much less than they can obtain in other employments. Every competent Teacher, thus driven from the profession, is a serious loss to the Common School education of youth, who should be protected by Law against such loss inflicted by ignorance and meanness. Thus protected, the Teachers' profession has as much permanence in several Counties in Europe, and also in many Cities and Towns in the United States, and in Canada, as any other profession; and Holland, some of the Cantons of Switzerland, and other small and poor Countries show that where the minimum of Teachers' Salaries is high, the Schools are more efficient and the people are proportionately better and more generally educated.

Additional Protection to Teachers.—The frequent change of Teachers has long been complained of as one of the most serious impediments to the progress of the Schools in many instances, as well as to the continuance of good Teachers in the profession. The fixing of a minimum Salary of Teachers, as above proposed, is one means

*In a Draft of a Public School Bill, which Doctor Ryerson prepared in 1868 and sent to the Members of the New Legislature of Ontario, so as to enable them to fully consider the proposed School legislation before the Meeting of the House, he proposed to fix the minimum salary of a Male Teacher in the Country Schools at \$300, and of Female Teachers at \$200. As the Bill then drafted was not proceeded with, nothing was done on that subject at the time.

In 1907, however, the Public Schools Act of that year provides for the raising of a special sum by both the Municipal Council and the Trustees of a School Section to aid in the payment of the Teacher's Salary, in addition to the Government Grant and the equivalent assessment by the County Council. Assistant Teachers are also aided in the same way.

of keeping good Teachers in the profession; but another means of scarcely less importance is to prevent the needless and injurious changes of Teachers. It will have been seen that in all the educating Countries of the Continent of Europe, a Teacher, when once employed, cannot be dismissed without the concurrence of the Inspector, and, in some instances, not without the concurrence of higher authority. In England, Ireland and Scotland, Teachers are as secure in their places, during good behaviour and efficiency, as if they held office under Government.

Adequate Accommodations for the Schools.—It is also suggested to make better provision for School House accommodation in many places. The law requires that the Trustees in each School Section shall admit to the School all resident applicants between 5 and 21 years of age; for whose instruction, in regard to both room and teaching, provision should, of course, be made. But complaints come from many School Sections that the Schools are incapable of accommodating all the Pupils, and that many of the School Houses are altogether unfit for use; yet the Trustees will do nothing to enlarge and improve them. Of course, there can be no proper discipline, or teaching, under such circumstances. It will have been seen, in the pages of my European Special Report, that in France and other educating Countries on the Continent of Europe, each Commune, or School Section, is required to provide School House accommodation for all the resident children of School Age, and is required to have a second, or Assistant, Teacher, when the Pupils exceed a certain number, varying from 50 to 75; also, that, in the neighbouring State of New York, the County Superintendent has authority to condemn a School House as inadequate in size, (allowing a certain number of square feet for each Pupil), or unfit for use, and that the School kept in such House cannot share in the Public School Fund, while such sentence of condemnation continues. Some such provision is required among us.

A Limit to the Alterations of School Sections.—I believe that in general the Township Councils have judiciously employed their very large powers in forming and altering School Sections; but I am also persuaded that those powers have, in some instances, been so exercised as to inflict serious injury on many parties concerned, and to the reducing of School Sections to injuriously small dimensions. I think that some further provision is required among us to prevent the formation of too small School Sections, and to prevent the arbitrary transfer of individual Rate-payers from one School Section to another against their own wishes.

Power of Establishing Township Boards of School Trustees.—But the inconvenience and disadvantage of small School Sections would be remedied by having each Township a School District, as in Massachusetts, Pennsylvania, and Ohio, with a Township School Corporation, or Board of Trustees, to arrange and manage all the Schools and School affairs of the Township, as in Cities and Towns. I do not propose to make it obligatory, or create Township Boards of Trustees by legislative enactment; but I propose facilities to enable a majority of the Ratepayers, or their Representatives, in each Township, to establish Township School organization at their pleasure.

High Schools for Girls.—I would suggest that more specific and effectual provision be made than has yet been made, for the better education of Girls. It is the Mother, more than the Father, that decides the intellectual and moral character, if not the material interests of the household. A well educated woman seldom fails to leave upon her offspring the impress of her own intelligence and energy, while, on the other hand, an uneducated, or badly educated, Mother often paralyzes, by her example, and spirit, all the efforts and influences exerted from all other sources, for the proper training and culture of her children. In the rural parts of the Country, the education of Girls, as well as Boys, must chiefly depend upon the Common mixed Schools; and on improved efficiency of those Schools depends the education of nine-tenths of our Country's future population. But I think our Cities and Towns and larger Villages are by no means fulfilling their educational obligations and mission as they should do,

and as is done in the Cities and Towns of the neighbouring States, in which there are High Schools for Girls, as well as for Boys, besides Elementary mixed Schools. With three, or four, exceptions, there are with us not even high Central Schools for both sexes; there is only the dead level of the Common Ward School; there is no High English School to teach the higher branches of English, including the elements of Natural History, Chemistry and Philosophy and the proper subjects of a Commercial Education; much less is there a High School for Girls, embracing a Curriculum of Studies required for imparting a sound education for females. Our Grammar Schools do not supply this desideratum. From the beginning, in the State of Massachusetts, the duty to establish and support High Schools, as well as Common Schools, has been exacted of every Town (Township) of a given population. The fulfilment of a similar obligation should, I think, be required of each of our Cities and Towns, and a special apportionment should be made out of School, or other public, funds to encourage and aid in that special and important work.

The Common Schools Entirely Free.—I have also to suggest the important question or declaring the Common Schools Free throughout Ontario. . . . With us the Legislature, by the School Act of 1850, invested each School division, or section, with power to decide the question annually for itself. The question has, therefore, been discussed and voted upon again and again by the Rate-payers in every School Section in Ontario. The result of this annual discussion and voting upon the question in primary Meetings during sixteen years is, that the Free Schools have increased from 100 to 300 every year, until in 1866, out of the 4,303 Schools reported, 3,595, (or all but 708,) were reported Free; and these 708 the Rate-bill has been 25 cents per month, or less. As the Rate-payers themselves have made more than four-fifths of the Schools Free, the question now is, whether the Legislature should not declare them all Free. The subject has been pressed upon my attention in nearly every County of the Province. Many persons opposed to Free Schools have urged me to have the question settled by Law. . . . The question of Free Schools,—whether the property of all should be made liable for the education of all,—has been thoroughly discussed, and it has been decided with unprecedented unanimity that each man should contribute to the education of all the youth of the land according to the property which he possesses and which is protected in the land, and made valuable by the joint labour, intelligence and enterprise of all the people. The experiment has also been tried in adjoining neighbourhoods, and in the same neighbourhood, time and again; and in every instance the attendance at the Free School has been proportionately far larger than at the Rate-bill School. The question now is whether the Legislature should not give effect to the voice of the Country, and declare all the Schools Free.

Compulsory Education.—My last suggestion relates to the important subject of Compulsory Education. . . .

In the First place, the French Minister of Public Instruction, in his Report for 1865, gives, under the head of the "Relations between Public Instruction and Morality," statistical Tables, showing the effect of education in diminishing crime in the different Countries of Europe. He concludes with the following forcible and beautiful remarks:—

"We cannot afford to leave uncultivated, during perhaps the half of life, the precious treasures of popular intelligence, when we see that the progress of morality follows that of public instruction and general prosperity. The gain made by the Schools coincides with the loss sustained by the prisons."

In the Second place, the question involves the protection of innocence and helplessness against wrong and cruelty. The Law punishes a Parent who wilfully starves his child. Is not wilfully starving the mind, and all that is moral and noble in humanity, worse than inflicting any injury on the body?

I remark Thirdly, that if it is right to tax the property of all for the education of all, it must be equally right to see that all are educated; otherwise it is raising money under false pretences.

Be it observed, Fourthly, that if it is the right of every child to receive such food as will nourish his body to maturity, he must have a higher right to such intellectual nourishment and care as will mature his higher powers of manhood. And if such be the inherent, divine, right of the child, the State should protect the child in the enjoyment of that right against any human being, who should by neglect, or otherwise, attempt to deprive the child of such right.

Finally, I beg to observe, that every System of Public Education is a system of compulsion. Even a Public Grant for educational purposes is taking from each citizen something, whether he likes it, or not, for the education of others. By the imposition of a School Tax for the erection of a School House, the payment of a Teacher, or other expenses of a School, each Rate-payer is compelled to pay, however unwilling, for those purposes. And if by such universal tax on the property of a City, Town, or neighbourhood, the means of instruction are provided for every resident child of School age, has not every Tax-payer the right to insist that every child shall be educated? The Parent, or Guardian, may prefer a School at home, or Private, or other, School than the Public School for the instruction of his children. Well and good, let him be the sole judge of that.* But he has no right to the choice as to whether his child shall, or shall not, be educated at all, any more than he has the right of choice as to whether his child shall steal, or starve, as long as he is a member of a civil community, whose sole interests are binding upon each member.

Every System of Public Instruction, being compulsory in its very nature, the compulsion to be educated should be co-extensive with the interests of the whole community. And that community which provides most effectually to free itself, and keep itself free, from ignorance and its consequences, contains within itself the elements of the greatest freedom. One of the freest States of the American Republic,—Massachusetts,—and the wealthiest State, in proportion to its population, and the most advanced in Science, Literature and Manufactures,—has, and has had from its commencement, the most compulsory System of Education in America, and pays, and has from the beginning paid, the largest proportional sum for its support, and made all its Public Schools Free, besides providing Reformatory Schools for the idle and vicious. . . .

In those European Countries, where the law for compulsory education exists, the simple penalty of fine and temporary imprisonment has been found sufficient to give it effect, even without the aid of Reformatory Schools. I am persuaded the same penalty, with, perhaps, the addition of a milder penalty of imposing a special Rate-bill for absent School children, would secure the universal education of children a part of the year in all the Townships; while some additional provision might be required in "An Act for the Instruction of Idle and Truant Children in Cities and Towns," with, perhaps, Industrial Schools. I have been assured by many individuals of wealth, and by

* The general law in Europe on this subject is summed up in the following statement of Mr. Kay, late Travelling Bachelor of the University of Cambridge.

"The Germans and Swiss have always left to the Parent the greatest possible liberty of choice, as to the manner in which he will educate his children; they have only said, 'the happiness and social prosperity of every Country require, that all its members should be capable of thinking, be intelligent, and above all, religious. He who does not educate his children is an offender against his Country, inasmuch as he lessens the probability of its prosperity and happiness; therefore such a Person must be punished, that other careless citizens may be deterred from following his example.' Indeed by such a train of simple reasoning as this, the Prussian Government, as well as the Governments of Germany, Denmark, Switzerland and Sweden oblige every Parent to educate his children. He may send them to any School he pleases, in any part of the Country; he may have a private Tutor at home if he pleases; or the Mother may perform the office of Teacher. In all this Government does not interfere. All that is demanded is, that as the State is immediately and essentially interested in the right development of the mind of each one of the citizens, the Country should have satisfactory proof, that the children of every Parent are being properly educated in one way or another." (Documentary History of Education in Upper Canada, (Volume I, page 44.)

members of benevolent associations, that the operations of such a law would never be impeded for the want of clothing for poor children, or even food, if necessary.

During my last official tour of Upper Canada in 1865, a very large majority, (thirty-seven), of the County School Conventions adopted Resolutions in favour of compulsory provisions of Law to secure to all children from 7 to 14 years of age the benefits of School instruction 4 to 6 months each year.

In the former part of my European Report, it will have been seen that in Switzerland, Baden, Wurtemberg, Prussia and other Countries, where the principle of compulsory education has long been in operation, the Law is now merely nominal, it scarcely even requires to be invoked, as the national mind has become so thoroughly educated that no Parent any more thinks of bringing up his children without education than without food or clothing. Such, I am persuaded, under the operations of a similar Law, will be the universal sentiment of Ontario in the course of a few years. Until then, the great mass of the community should be protected against the conduct of the vicious few, who would sow the seeds, multiply and perpetuate the evils of ignorance, idleness and vice.

Some clauses of our School Law in regard to elections in Cities, Towns, etcetera, may be amended, but require no notice in these general suggestions, which relate to matters that not only require legislation, but which are of universal interest and application in the advancement of our whole School System. . . . The object of these suggestions is to aid in perfecting our Educational System, that all parties labouring under it may be enabled to prosecute their work to greater advantage until there shall not be a child in the land ten years of age, and of a sound mind, who shall not be able to read and write well.

NOTE. A Draft of School Bill was prepared and submitted to the Government by the Chief Superintendent which provided for the carrying out of these various suggestions of the Chief Superintendent, and was laid before the Legislature during the Session of November and December, 1868, but was deferred for further consideration.

THE SALARY ESTIMATE OF THE EDUCATION DEPARTMENT BASED ON A LOWER SCALE THAN THAT AUTHORIZED BY THE CIVIL SERVICE ACT.

LETTER TO THE HONOURABLE THE ATTORNEY GENERAL, JOHN S. MACDONALD, BY
THE CHIEF SUPERINTENDENT, ON THE GRANT FOR THE EDUCATION DEPARTMENT FOR UPPER CANADA, INCLUDING SALARIES.

I observe by this morning's papers that exception was taken last night in the Legislative Assembly to the Financial Estimate for the Education Department.

I desire here to give a full explanation of the facts, which I hope you will have the kindness to read to the House, as I think it is due to one of the largest and most difficult Departments of the public service, and as I have had the charge of it nearly a quarter of a century.

The Contingent Expenses of this Department have undergone no increase during the last ten years, although the work in it has greatly increased. But improved modes, and facilities of doing the work, have been devised, so as to prevent any increase in the average Contingent Expenses of the Department. Some variations have arisen, from having to make considerable repairs in the Buildings and to print large editions of the School Registers and the Acts, etcetera. While there has been a large increase in the expenses of every other Public Department, there has been no increase in this

Department. The Estimates of the Salaries and the expenses of this for the current year are some Three hundred dollars less than they were in 1857; and the Contingent Expenses, apart from Salaries, are more than one half less than they were any one year from 1853 to 1857, inclusive, and less than they have been for any year from that time to this, and our increase which has been made in Clerks' Salaries has been saved by a reduction of Contingencies; so that the aggregate expenses of the Department have not been increased during the last ten years.

I may also observe that the Depository Branch of the Department is not a farthing's charge to the Public Revenue, or to the School Fund, the whole expenses of it being included in the cost of Apparatus and Books. . . .

It is perhaps just for me to add, that the last published Public Accounts show, that the Lower Canada Department of Education expended for Salaries and Contingencies \$16,113, with 3,826 Schools, while my Estimate is \$14,700, with 4,457 Schools and other Agencies for the diffusion of useful knowledge which do not exist in connection with the Department of Public Instruction in Lower Canada.

I should be thankful if any Members of the Government and of the Legislature would visit the Department, when every Account, work and mode of procedure will be shown and fully explained to them; nor do I desire to retain a single feature of the Department, or increase a single expenditure, which shall not be deemed useful and necessary after the most careful inquiry, by the Representatives of the People.

TORONTO, February, 1868.

EGERTON RYERSON.

I supposed from the reading of the preceding Letter in the House, and the expression of approbation with which parts of it were received, and the absence of one word of objection, that my recommendations and explanations were considered satisfactory; and I knew not to the contrary until a few days afterwards, when I saw the printed Supply Bill, and subsequently received a Letter from the Provincial Treasurer, dated the 2nd of March, directing a revision of the Pay List, as I had communicated it in my Letter of the 27th of January, and a return to the old method of payment. In my reply, dated the 7th of March, I transmitted a revised monthly Pay-list of Salaries as desired, and appended a Memorandum of the payments which would be required under the head of Contingencies, "till another Order-in-Council is passed," among the items of which are those remarked upon in the House of Assembly, and which I have paid monthly during the past year, as I had done the three preceding years, transmitting each month the proper Vouchers, and not receiving a word of objection. I am sure the Premier will bear me witness that I have, since the last Session of the Legislature, repeatedly solicited of him an appointment to meet the Honourable Members of the Executive Council to settle the question of Salaries of Subordinate Officers of my Department, in order that I might pay the salary of each of them in one sum and from one source, and not in different sums, and from different sources, as I was doing. But the matter was deferred from time to time from various circumstances, until since the commencement of the present Session, when I was given to understand that the question of Mr. Hodgins' Salary would be satisfactorily arranged; the day after which I informed the Premier that, after what he has intimated to me the day before, I now felt free to submit to him what I have long resolved in my own mind, but had hinted to no one—namely, the creation of the Education Department into a Ministry of Public Instruction, under the control of a responsible Minister of the Crown, and my own retirement from its administration.

I have thus given a succinct history of the Appointments, Salaries, and Allowances of Subordinate Officers of my Department since 1855.

Some years ago, the late Honourable Thomas D'Arcy McGee introduced a Bill into the Canadian Parliament to define the qualifications, and prescribe examinations for admissions to employment in the Civil Service. He eloquently advocated the employment of well qualified and efficient Officers in the Public Departments, with good Salar-

ies, and the exclusion of inefficient and useless ones. *The Globe* newspaper strongly advocated the same views. I suggested to Mr. McGee an amendment to his Bill, remarking that I had not only acted on the principle of his Bill in previous years, by employing no Person in the Education Department without his giving satisfaction as to his qualifications for the situation vacant, but also on the further condition of a six months' trial—as to his industry, faithfulness, and practical ability to do the work assigned him. It is in this way that the Department and its attendant Schools have been supplied with well qualified, faithful, and able Officers.

Upon every ground, therefore, whether of long service, or personal qualifications, or efficiency, or increased work, or “analogy,” or comparison with the Officers of other Departments of the Civil Service,—apart from the increased expenses of living,—I maintain that the Salaries of the subordinate Officers of the Education Department should be equal to those of the corresponding Officers in the Crown Lands Department.

Objections answered,—Ten Meteorological Observers' Returns—The School Manuals and the Journal of Education. But it has been objected in the House that Messieurs Hodgins and Marling have received extras, besides their Salaries. The Salary of the former since 1864 has been considered as \$2,600, and that of the latter \$1,600, but to each two additional items have been paid, but not to either for their originally prescribed work as Officers of the Department. In 1865, the Grammar School Amendment Law was passed, requiring Meteorological Observations to be taken at ten places in Upper Canada, and to be paid for by me upon the condition that their Monthly Returns were satisfactory. It became necessary to examine these Returns; to reduce the Observations contained in them; to report the results, so as to show the Temperature, state of the Atmosphere, Wind, etcetera, as noted three time each day of the year by the Observers at each of the ten Stations,—two Returns being required every month from each Station, or 240 Returns during the year. Comparatively few are competent to perform this work; but Mr. Marling prepared himself for it, and undertook it, doing it at his own Home in the evenings. Let any one competent to the task look at the Returns, and the labor required to examine them, reduce the Observations, and calculate the results; or let him enquire of the Keeper of the Provincial Observatory; or let him look at my last two Annual Reports under the head of Meteorological Observations, and let him say if it is not a shame that any man should complain of the small sum of \$200 per annum being allowed Mr. Marling for accomplishing this scientific task from ten Meteorological Stations, and preparing the Annual Report of them. I might have selected another competent Person to perform this newly-created work, but must have paid more than twice Two Hundred dollars for it.

Then Mr. Marling is the Recording Clerk of the Council of Public Instruction, which usually meets at 4 P.M. The duty of the Clerk, in respect to the Meetings and various proceedings and Orders of the Council, is very considerable, for which the Council has voted such a Clerk \$100 per annum since 1850, and respecting which no fault was ever found, or objection made, to my knowledge, until Friday evening, the 16th instant, in the House of Assembly.

But there are two items paid to Mr. Hodgins also in addition to Salary. The first, \$100 per annum, for delivering every Saturday morning, for nine or ten months, a Lecture on the School Law and its applications, together with appropriate practical counsels to Teachers-in-Training in the Normal School. There are two Sessions during the year, averaging about 22 weeks each,—thus two courses, or about 40 Law Lectures are prepared and delivered for the paltry remuneration of \$100, the appointment and compensation being authorized by the Council of Public Instruction. I might ask whether he would perform the task of preparing and delivering 40 Law Lectures for \$100? I would ask whether it is Mr. Hodgins' duty, as Deputy-Superintendent, any more than it is my duty, or that of any Member of Parliament, to perform such work in the Normal School? The late deceased Head Master of the Normal School

pressed the importance of this instruction upon me more than once. I delivered a Lecture, or two, myself on the subject during one, or two, seasons; but it was felt that much more should be done to acquaint the Normal School Teachers with the principles and provisions of the School Law, and how this knowledge would avail them in School Sections where they are often the Clerks of the School Corporations, and can do much to prevent difficulties and adjust differences. The task was at length, by the appointment of the Council, undertaken two years since by Mr. Hodgins,—a good speaker, and better acquainted with our School Law than any other man living, having assisted in preparing it from the beginning, and in administering it, having edited successive Manuals of it, with the forms, notes and definitions of the Superior Courts, in cases of appeal under its operations.*

Finally, objection is made in regard to the amount paid, and to whom paid, for editing, and managing, the *Journal of Education*—a periodical which I published six years by subscriptions, at considerable loss to myself, and which I determined to discontinue unless the Legislature would provide means for its publication and transmission without charge, to each School Corporation and Local Superintendent in Upper Canada. The sum of \$1,800 per annum was granted for that purpose in 1850; and for that sum the *Journal of Education* is edited, 5,000 copies of it printed, folded, put in covers, addressed and sent to all parts of the Country per month. If any objector will do the work, and do it as well, for that sum, I should be happy to see him do it. If I have been authorized to prepare and publish the *Journal of Education*, and am responsible for it, I have the right to select whom I please to do the work, and pay what I please, so that I do not exceed the Parliamentary appropriation. When I ceased to edit, or superintend the publication of it myself, it was my own, and not another's business as to whom I should confide that confidential and important work. I might have selected and employed the literary Editor of *The Globe* newspaper; and had I done so, I might not have received so much abuse from that quarter. But it became me to select an Editor who was of one heart and mind with myself, who thoroughly understood the School System, and was in other respects competent for the work. There was no room for hesitation as to the most desirable choice; the only question was as to whether Mr. Hodgins, with all his masterly arrangements of business and economy of time, could, without interfering with his Official duties, devote the attention and labour necessary to edit and superintend the publication of the *Journal of Education*. This he succeeded in doing; and for doing so, I could not, in the progress of years, offer less than had already been paid for editing the *Journal of Education for Lower Canada*—a journal of less circulation than ours.

But it is reported as having been objected by the Member for South Bruce, (Mr. Blake), that an Officer of a Public Department having a Salary should devote all his time to the public! What then comes of the Common Law and universal usage of certain appointed hours for work, both in Banks and in Public Departments, unless in

* The following are the opinions of three Chief Justices of this Province on the merits of those Manuals:—

Late Chief Justice of Upper Canada (Sir J. B. Robinson).—"I have received the new edition of the Grammar and Common School Manuals, for which I thank you. These compilations, when made with the care which has been exhibited in your book, greatly assist the Judges in their labours, and help to secure them against the danger of overlooking provisions bearing upon the questions before them. And to all engaged in carrying out the School Laws they must be very valuable."

Ex-Chief Justice of Upper Canada (Honourable W. H. Draper, C.B.).—"I am afraid I have been guilty of an apparent neglect in not thanking you for a copy of the School Manual. I have just had my hand upon it, and do not remember having acknowledged your kind attention—and even now I can do little more—beyond expressing my opinion in favour of the great usefulness of the collection—and of the care and industry with which the notes have been compiled. I have not had time to do more than make a cursory examination of its contents, but so far as I have gone, am both pleased and satisfied."

Chief Justice Hagarty.—"Mr. Justice Hagarty thanks Mr. Hodgins for his very useful and carefully compiled School Manual, which he has so courteously presented. Mr. Hagarty has no doubt that such a compilation will be no small boon to the large class of persons concerned in the due administration of the School Laws."

exceptional cases under a temporary pressure of work? Has not a Bank Clerk certain hours of his own? Have not all officers of Public Departments the same? The Member for South Bruce (Mr. Blake) engages to serve his Constituents in two legislatures for a certain remuneration. It may be inadequate; but, nevertheless, the office is accepted upon the conditions prescribed by law. But does he give all his time to his two-fold duties? Does he do nothing for his own individual profit during the Sessions of the two Legislatures but attend to his representative duties? . . .

But the same honourable Member invokes against my acts and my Subordinates the Dominion Civil Service Act of last Session. I am not certain that that Act is in force in Ontario; but I accept the authoritative invocation of it, yet deny its application to the case in hand. The invoked (20th) clause of the Act says: "No allowance or compensation shall be made for any extra service whatever which any Officer, or Clerk may be required to perform in the Department to which he belongs."

Now, will the learned Gentleman who quoted this Clause say that the School Apparatus, Library and Prize Book Depository, (which have, of late years, been established in connection with the Department and which may be discontinued at any time), is identical with the Education Department proper; or that examining proofs of Books prepared and published under the sanction of the Council of Public Instruction, and various other duties ordered by it, or the examining and reducing or publication of returns from the ten Meteorological Stations, are a part of the duties "required" of Mr. Marling as Accountant and Book-keeper in the Education Department? Or that delivering Law Lectures in the Normal School, or editing and managing the *Journal of Education* are a part of the duties "required" of the Deputy-Superintendent of Education? Are these separate engagements a part of the departmental duties "required" of the Officers referred to, any more than the professional duties of the Member for South Bruce in the Court of Chancery are a part of his duties as Member of two Parliaments?

But if the 20th clause of the Dominion Civil Service Act of last Session is, (according to the honourable member for South Bruce (Mr. Blake) in force in Ontario, he cannot deny the application of the 22nd clause of the same Act, which says, "Nothing in this Act shall affect the Salary, or emolument, of any Officer, or Clerk in the Civil Service at the time of the passing of this Act, so long as he shall be continued in office."

The Officers in question have been receiving, as "Salaries, or Emoluments," during four years, what is now, in face of the quoted Act, attempted to be taken from them. I submit that in matters of personal and official rights, Members of the Legislature, like Members of the Bench, ought to be impartial and humane judges, and not judges in the spirit of partizanship.

I am thankful to find that thus far the only acts impugned during my long and difficult administration of the Education Department, relate to the points I have noticed,—a fixed purpose to do what was equal and just to able and faithful men associated with me in a great national work. And I submit, that when the great work of that Department is admitted to have been done efficiently, and with unparalleled economy, it is hardly fair, much less generous, to carp at two or three small items in respect to the principal helpers in the work,—less in amount than the cost to the Country of the time spent in disputing about them.

Objections to the Journal of Education Answered.—*Complimentary References to it.* But it has been objected to the *Journal of Education* itself, that as a periodical it is uninteresting, unworthy of support, etcetera. I dare say that this may be true in regard to those who never read it, or anything else worth reading. The honourable member for South Norfolk, resident of the Township of Charlotteville, and formerly Master of the Vittoria Post-Office, (within a mile and a half of my own birth-place), is reported to have said that parties refused to take from his post-office copies of the *Journal of Education* addressed to them. I doubt not the truth of this statement, which *The Globe* adduces as certain proof that the *Journal of Education* is not worth taking

out of a post-office. I dare say the same parties take no journal whatever, and that if the *Canadian Farmer* or *Daily Globe* were addressed to them, they would not take either out of the post-office,—a proof, according to *The Globe*, that neither is worth taking out of the post-office! Now, there happens to be an English gentleman Farmer resident near the same post-office,—a man of education and refinement,—Mr. James H. Covernton, who has been School Superintendent of the same Township for several years. In one of his reports, incidentally alluding to the *Journal of Education*, Mr. Covernton says:—"I venture to suggest that much good might result, if the attention of parents and trustees were called to this matter [teaching needle-work to Girls in Schools taught by female Teachers] through the columns of the *Journal of Education*—which paper, by the by, is very generally received, read, and appreciated, the few instances to the contrary being, I fear, occasions where a degree of supineness prevails, which would not be remedied by the stated transmission of the *Journal* through me, instead of through the accustomed source"—the post-office.

In the Appendix to my Annual School Reports will be found numerous incidental references to the *Journal of Education* in the extracts from the reports of Local Superintendents. I have some twenty of them before me from different Municipalities, and from as many different individuals (Local Superintendents) who have had the best means of information. I will give a few specimens out of the many:—1. "The *Journal of Education* is a welcome visitor." 2. "The *Journal of Education* is a welcome visitor wherever it goes." 3. "The *Journal of Education* is regularly received in all the School Sections, and is highly appreciated." 4. "The *Journal of Education* is thankfully received, and its valuable information very much appreciated." 5. "The *Journal of Education* is regularly received in this Township, and is of great service in the cause of education throughout the Province." 6. "It has been read by all, and with much pleasure and profit, and is a great means of diffusing interesting knowledge amongst the people. In fact, I look upon it as one of the best papers published." 7. "The *Journal of Education* is welcome, and is a leaven of good wherever it goes."

I will not multiply such testimonial statements; but will remark that the *Journal of Education* has never been intended, or permitted, to be the vehicle of personal or even School Law controversy of any kind, in regard either to myself, or others, but to be the repository, as far as possible, of the best passages from the best educational Addresses of public men, and educational Articles in reviews of Books of both England and America, an adviser in matters of school instruction and education, and a record of facts most interesting and suggestive in regard to the educational progress of the age. To provide and arrange such material requires vastly more labour, judgment and research, than to fill the pages of the *Journal* with long and readless Essays, and endless and pointless speeches and discussions. From the following list of standing headings, or departments, in the *Journal of Education* from month to month it will be seen what is the range, scope, and character of the articles inserted in each number of the *Journal*: 1. Papers on Education in Ontario. 2. Papers on Education in other Countries. 3. Papers on Practical Education. 4. Papers on Classical Education. (occasional). 5. papers on Geographical, (or scientific), Subjects. 6. Papers on Teachers, (or Teaching). 7. Monthly Report on Meteorology in Ontario. 8. Biographical Sketches. 9. Papers on Historical, (or Colonial), Subjects. 10. Miscellaneous Friday Readings. 11. Educational Intelligence. 12. Departmental Notices, etcetera.

Inter-Communications in the Journal of Education. . . . A department is always reserved in the *Journal of Education* for Letters and Inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. No personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns. . . . Terse and pointed Communications on school management, discipline, progress, teaching, or other subject of general interest, are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established. . . .

The Honourable Henry Barnard's Opinion of the Journal of Education. The Honourable Henry Barnard, LL.D., who has written and published several large volumes on the Normal School, and Educational Institutions of Europe; who has edited and published for a number of years the *American Quarterly Journal of Education*; and who, on the creation of a National Bureau of Education at Washington, was appointed to preside over it as Commissioner, in order to diffuse educational information throughout the United States, and bring the various State Systems of Education, as far as possible, into a national unity, in a Letter addressed to my Department last year, suggests and remarks as follows:—

"Why do you not have a minute topical Index prepared to your *Journal of Education*, from Volume I. to XXI.? It is full of the history, the principles, the methodology, the biography, and literature generally of schools and education. Such an Index will make your sets valuable, not only to your own scholars, Teachers, and Statesmen, but to educationists everywhere. It is a monument of intelligent and practical editorship."

TORONTO, February, 1868.

EGERTON RYERSON.

THE UPPER CANADA COLLEGE CONTROVERSY OF 1868.

At a meeting of the Grammar School Teachers' Association in January, 1868, "the question of the relation of Upper Canada College to the other Grammar Schools of Ontario," was discussed at some length, after which the following Resolution was passed:

That a Committee consisting of Messieurs J. H. Hunter, J. M. Buchan and S. Woods be appointed to draw up a Report on the relationship of Upper Canada College to the Grammar Schools of Ontario, and the influence it is exerting on them.

At a meeting of the Association in August Mr. J. Howard Hunter, Chairman of the Committee on the Upper Canada College question, read an exhaustive Report, entering fully into the past history and present administration of the College.

Moved by Mr. John Seath, seconded by Mr. David Ormiston, and—

Resolved, that the thanks of this Association are due and are hereby heartily tendered to the Committee, and particularly to the Chairman, who have taken so much pains in preparing the very elaborate Report on the Relations of Upper Canada College to the other Grammar Schools of Upper Canada.

The first Division of the Report relates to "The Grammar School (Land) Reserves," and is devoted to an historical review of the earliest proceedings of the Legislature and Government of Upper Canada in dealing with the original Imperial Grant of half a million acres of Crown Lands made by the King in 1797, in response to a Memorial from the Legislature "for the establishment and support of a respectable Grammar School in each District, and also for a College, or University, for the instruction of the Youth in different Branches of liberal Knowledge."

The response to the Memorial was much more liberal in its terms than were those of the Parliamentary Memorial to which it was a reply. The Despatch of the Colonial Minister stated that the Royal Grant of Lands was made:—

"First: [for] the establishment of Free Grammar Schools".

"Secondly, [for the establishment], in due course of time of other Seminaries of a large, and more comprehensive nature for the promotion of Religious and moral learning, and the study of the Arts and Sciences."

The second division of the Report relates to the "Origin of Upper Canada College," and its establishment by Sir John Colborne in 1829, as being without parliamentary sanction. The Report states that the Legislature afterwards gave a conditional assent to the establishment of the College and that it went into operation in 1830.

Sir John Colborne, no doubt, regarded the terms of the Imperial Grant of 1792 relating to "Other Seminaries" as authorizing him to establish the College; and his Successors invariably interpreted the terms of the Royal Grant of that year as relating to "Grammar Schools and Colleges,"

The third division of the Report on "Upper Canada College down to 1850," deals with the subject of successive investigations of the management of the College in 1832, 1835 and subsequently.

The Report then proceeds to give particulars as to the absorption of the main portion of the Imperial Grant of Land between King's College and Upper Canada College, without reserving any portion of that Grant for the support and maintenance of the District Grammar Schools. Finally, in 1839, this omission was supplied, and an Act was passed by both Houses to authorize the Lieutenant Governor-in-Council,—

To set apart two hundred and fifty thousand, (250,000), acres of the Waste Lands in this Province to be sold in like manner as other Crown Lands. . . . and the proceeds thereof paid into the hands of the Receiver General to be appropriated in such manner, and for the Grammar Schools, as hereinbefore provided."

The fourth division of the Report, on the "Upper Canada College, 1850-1867" deals with the University legislation of 1849-1853, and shows how it affected Upper Canada College. The Act of 1849 separated the College from the University and made it an independent Corporate Body, while that of 1853 placed it again under the direction of the Senate of the University of Toronto.

The fifth division of the Report is on the subject of the "Upper Canada College and the other Grammar Schools."

The sixth division of the Report is simply headed "Conclusion," and is practically an appeal against the continuance of Upper Canada College, for reasons already given in the Report.

Whether it was the result of the publication of this Report, or not, it is now difficult to determine, but, in 1860, the annual Grant of One thousand pounds sterling, which the College had received for many years, was withdrawn from it by the Government.

REPLY TO THIS REPORT OF THE PRINCIPAL OF UPPER CANADA COLLEGE, 1868.

After the publication of this Report, Mr. G. R. R. Cockburn, who became the Principal of the College in 1861, obtained leave to address a Select Committee of the House of Assembly at some length in reply to the Statements in the Grammar School Masters' Report, which he did successfully.

In regard to the attitude of Upper Canada College to the Grammar Schools, Mr. Cockburn, in his remarks to the Committee, in reply to the Report of the Grammar School Masters' Association, says:

"I have watched with unalloyed pleasure the increasing success of some of the best Grammar Schools in preparing Students for the University. I have seen, at the same

time, the establishment of Hellmuth College, London. . . . of a Collegiate School in connection with Trinity College, now at Port Hope, and of other Collegiate Schools at Picton, Woodstock and other Provincial Centres. But, so far from the success of those tending to diminish the numbers, or affect the character of the Pupils of Upper Canada College, it was never more prosperous. The Province has need of all, and has abundant room for all. . . The more nearly all the Grammar Schools of the Province are brought to the high standard aimed at with success by a few of the best of them, the greater will be the need felt for one, or more, such Institutions as Upper Canada College, with a large staff of Teachers, and the corresponding appliances of a great Public School; and, when this most desirable end has been attained, I feel assured that the ablest and most successful Grammar School Teachers will be found the foremost in extending their sympathy to such Institutions."

The remainder of Mr. Cockburn's reply to the Report of the Committee of the Grammar School Masters' Association is devoted mainly to the comparative results of the teaching of Upper Canada College and of the Grammar Schools, as illustrated by the number of successful Matriculants in the University of Toronto from the College and from the Grammar Schools. While Upper Canada College is the more successful in this respect, Mr. Cockburn accounts for it from,—

"The important position accorded in the College to Chemistry, Physiology and Modern Languages" and the training which the College pupils receive in these subjects.

The Principal further states, that, "as the College Boys come from all parts of the Province. . . . many of the best Pupils afterwards prosecute their studies at Trinity College, where alone, since 1861, they have carried off at least thirteen matriculation Scholarships, while others continue their distinguished career at other Canadian, English and United States Universities. . . .

STATEMENT OF HONOURS AND SCHOLARSHIPS GAINED BY PUPILS OF THE UPPER CANADA COLLEGE, 1858-1867.

The printed Lists show the following results at the Entrance, or Matriculation Examination, beginning with the year 1858, and having regard to the number of such Honours gained in the University of Toronto, University College, and Trinity College, respectively:—

Years.	University of Toronto.	University College.	Trinity College.	Years.	University of Toronto.	University College.	Trinity College.
1858....	16	21	7	1863....	11	10	6
1859....	19	16	5	1864....	11	10	5
1860....	7	9	11	1865....	11	8	5
1861....	4	4	14	1866....	12	16	5
1862....	14	7	6	1867....	18	14	7

The remainder of Mr. Cockburn's reply to the Report of the Grammar School Masters is devoted to the financial relations of Upper Canada College to the University. Mr. Cockburn also submitted to the Committee Returns in detail of the internal economy and management of the College, the attendance of pupils, their parentage, place of residence, Religious denominations, etcetera.

THE REVEREND DOCTOR McCaul's REMINISCENCE OF UPPER CANADA COLLEGE.

In his statement in regard to the earlier history of Upper Canada College before this Education Committee of the House of Assembly, the Reverend Doctor McCaul said:—

This day, 30 years ago, in 1838, I arrived in Toronto, to assume the office of Principal of Upper Canada College. That College had been established almost wholly through the influence of Sir John Colborne, afterwards, Lord Seaton. Bishop Strachan was extremely anxious to have the King College University commenced early, and Sir John Colborne was just as anxious that it should not commence. In fact, he was determined it should not, even so far as to use the expression that not one stone of it should be laid upon another. The consequence was, there was an antagonism about the establishment of Upper Canada College. The Bishop never looked kindly on it, and was extremely anxious to prevent any of the funds of King's College being used for its support, or, at least, to have as little as possible of those funds so applied. The College was opened in 1830,—in the first instance, in the Grammar School. The Head Master of the Grammar School, the Reverend Doctor Phillips, and, he believed, other Masters, and the Pupils, were transferred to Upper Canada College, and in order to make it, he supposed, take the place of the Grammar School, it received the double name of Upper Canada College and Royal Grammar School. Doctor Harris, my immediate predecessor, established the whole system of the School, on the plan of an English Grammar School. He was much opposed to what were called mixed schools—that is, he wished that there should only be a Classical education given, and that the Classical Masters should teach English, and nothing more of it than was absolutely necessary. The same Gentleman also introduced a system of punishments which was quite new in the Province, which created a prejudice against Upper Canada College, and the result was, that the Grammar School was revived. Doctor Harris was at the same time compelled to make some changes in his plan. . . . When I took office my views in some respects were different from those of my predecessor. I certainly admired his arrangements very much: they were very minute, and accurate. His objection to a mixed education was just the opposite of my feeling. He, therefore, encouraged the English branches and French, and introduced German. . . . Finding, also, that there was no University established at that time, he introduced a good deal of University work, and had a Seventh Form—which did not now exist—into which he introduced some subjects that really belonged to a University Course. The Boys were taught, for example, Logic, Natural Philosophy, etcetera. The position which Upper Canada College occupied at that time, was thus, that of a substitute for the University, and at the same time it had to discharge the duties of a Grammar School. At the time of the opening of the University, Upper Canada College had for many years been discharging these functions well, and it was regarded as a very important Institution, in the interests of the higher education; and it continued to be maintained, although not with the same standing, as it had before the University was established.

PROCEEDINGS AND REPORT OF A SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY ON THE UPPER CANADA COLLEGE, THE GRAMMAR AND COMMON SCHOOLS AND OF THE DEPARTMENT OF EDUCATION FOR UPPER CANADA.

On the 16th of November, 1868, on motion of Honourable Attorney-General, J. S. Macdonald, a select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction; with power to send for persons and papers and to report thereon.

It was Doctor Ryerson's very special request that inquiry into the working of the Education Department was included in the motion.

On the same day, on motion of Mr. R. Christie, a select Committee was appointed to consider the disendowment of Upper Canada College, and the several petitions presented to this House, praying therefor; with power to send for persons and papers, and to report thereon;

Hon. Attorney General Macdonald moved in amendment,

"That all the words after 'that' in the said motion be expunged, and the following substituted in lieu thereof:—the Petitions presented to this House respecting Upper Canada College, be referred to the Special Committee, appointed to examine into the working of the Common and Grammar School System of Ontario, and into the Department of Public Instruction."

And the amendment having been put, was carried. The original motion as amended, was then put and carried.

I have already given the material parts of the Reply, made before this Committee by the then Principal of Upper Canada College, to the Report on the College. I also give the Proceedings of the Committee, which took place in the month of January, 1869.

At one of the first meetings of the Select Committee the Reverend Doctor Ryerson was requested to attend and give such information in regard to the subjects to be considered by it. This he did on the 16th of December, 1868. The following is a statement of what took place at that Meeting.

Referring to the Common School Amendment Bill, Doctor Ryerson stated that in January, February and March of 1866, he made his last official Tour of Upper Canada, and consulted the people at County School Conventions as to the provisions desired for further simplifying and improving the School Law. At the close of that Tour he prepared a Draft of Bill to give effect to the recommendations of the Conventions, and proceeded to the Seat of Government to get the Bill passed by the Legislature then in Session; but, as that was expected to be the last Session of the Legislature of United Canada, it was suggested and agreed upon, to leave the School Law of Upper Canada to be considered by the proposed Upper Canada Legislature after the Confederation.

Respecting what has been called "Compulsory Education," of forty County Conventions, thirty-seven affirmed the principle of the duty of the State to render penal the neglect of Parents to avail themselves of the opportunities afforded for the education of their children.

The Bill, as approved by the Committee, after Doctor Ryerson's explanation, provided for the application of this principle in the most lenient and liberal manner possible.

As to having properly qualified County Superintendents, instead of numerous and often unqualified Local Township Superintendents, Doctor Ryerson stated that there was scarcely any difference of opinion, as also against sudden changes in the boundaries of School Sections, and on enabling School Sections to provide Teachers' Residences.

In regard to frequent changes of Teachers, he stated that all persons of experience in all Countries where it was allowed, Holland and Switzerland, (in addition to all the German States), this was provided against; and what was proposed in the Bill suggested a remedy for the evil in the most modified form, and only after the Teacher had proved his efficiency by a six months' Trial. A County Superintendent had nothing to say in the employment of a Teacher, and would, of course, desire the removal of any inefficient one. Besides, whatever power was given to a County Superintendent in this and other matters of difference, was a protection against wrong; and in any and every case, in which the decision of the County Superintendent was objected to, there was the right of appeal by the dissatisfied party to the Head of the Department, and from him to the Governor-in-Council, and thence to Parliament, and that without expense to any party complaining.

In the establishment of Free Schools by law, provision must be made to secure the employment of Teachers who are competent to teach all the residents under 21 years of age each of the prescribed subjects of a Common School Education, for it is unjust to compel any man to support a Common School in which a Teacher is employed less advanced than some of his own children in Common School subjects, and in which his children can learn nothing.

Doctor Ryerson then requested permission to refer to matters more personal to himself and to the Department which he had administered for nearly a quarter of a century. He then glanced at the progress of our School System since 1844, in regard to School Houses, Teachers and Text-books. Provision has been made for supplying the Municipalities and Schools with Text-Books, Globes, Maps, Apparatus, Prize Books, and Libraries. During the sittings of the Committee, the average sum received at the Department from School Corporations for School Apparatus and Prize Books amounted to \$200 per day,—so that with the bonus allowed on the local grant an average of Four hundred dollars worth of such School Requisites was supplied per day by the Department. He then referred to the Normal and Model Schools, Museum and Grounds, the culture and productions of which were not merely ornamental, but designed and used to illustrate the teachings of the Schools in Botany and Vegetable Physiology.

Referring to the appointments in these Schools, and in the Department, Doctor Ryerson said that they had been made impartially, without reference to sect, or party, according to character and qualifications, and all on a six months' trial. He had never, during more than twenty years, in nearly 100 appointments, selected any relative, or any one, except on trial,—that he would not leave to his Successor the legacy of a single Relative, or incompetent, or useless Clerk, in the Department.

As to the expenses of the Department, he remarked that all the Buildings had been erected, and operations of the schools and of every branch of the Department, had been carried on within the estimate originally made; that no second application had been made to Parliament for the same thing; and that every Parliamentary Grant asked for had been made by the unanimous vote of the Representatives of the people; that although the duties and business of the Department had greatly increased, the expenses of it, by improved methods of management, had not increased during the last ten years; that, while in 1858, the expenses of the Department were \$15,124, in 1867 they were \$14,353, including the salaries of the Chief Superintendent and all the Subordinate Officers, as well as all Contingent expenses; that Upper Canada has nearly 1,000 schools more than Lower Canada, and nearly double the number of Pupils, while the Ontario Department cost \$2,400 less than that of Quebec for 1866, 7, and on an average \$1,100 per annum less during the last twelve years.

Doctor Ryerson alluded to, and named, a number of men who had been raised up by means of the Normal and Model Schools, and in connection with the Department, some of whom had already acquired distinction, and through whom the system of Public Instruction could be carried on when he ceased to be connected with it. He also referred to the impartiality of his administration; but two only of his numerous decisions had been appealed against to the Governor-in-Council during the last twenty years, and in both instances they had been sustained.

Concluding with reference to his own proposed retirement from office Doctor Ryerson stated, that it had been moved by no other person than himself; that he had mentioned to the Canadian Commissioners in London early in 1867 the creation of the Department of Public Instruction as one of the Executive Departments, but that he had been recently informed by one of them—a Member of the Government—that they had conversed about it, but had resolved not to interfere with him, as long as he, who had founded the School System should preside over it. He felt, however, that at his age, and after so long a period of labour, he desired release from the burden and cares, of office; that there were wants in the Literature for Schools and for youth that he thought he could do something towards supplying; that he had long cherished one ambition, which had not been gratified,—that of being the Historian of his Country,—that he wished if possible to erect an Historical monument of justice to those noble and princely Loyalists who, in sacrificing their homes and property, and hazarding their lives for the sake of principle, and laying the foundations of our Country, endured more sufferings, and evinced more courage, than even did the famed Pilgrim settlers of New England. He also desired to trace the rise and development of our present system of popular government,—having written the first article ever published in Canada in favour of Equal Rights and privileges among all Religious Persuasions, and published the first paper, defining and expounding the principles of Responsible Government. His own personal wish was to be relieved from all connection with public life; but, when objection had been made against the Country's losing the advantage of his long study and experience in regard to the school economy of Government, he had expressed his readiness to continue his connection with the Council of Public Instruction, and do what he could for the Country whose property he still as ever considered himself to be.

In conclusion, by the permission of the Attorney General and the Provincial Secretary, he read to the Committee the copy of a Letter, which he had addressed to the Government, in regard to the Department of Public Instruction and his retirement from it.

Before the Committee adjourned a cordial vote of thanks was moved and unanimously adopted for Doctor Ryerson's attendance at the sittings of the Committee, and for the information and assistance which he had given on the various subjects of their deliberation. The Chairman, (the Honourable M. C. Cameron,) presented in complimentary terms the thanks of the Committee, to which Doctor Ryerson gratefully responded, expressing the hope at the same time that the Committee would examine thoroughly into the working of the Education Department, and report the result.

PROCEEDINGS OF THE EDUCATION COMMITTEE OF THE HOUSE OF ASSEMBLY, JANUARY, 1869.

January 13th, 1860. Mr. Robert Christie, on behalf of his Select Committee on Upper Canada College, laid before the Committee certain documentary evidence which he had obtained in support of the allegations which he had made against Upper Canada College, as follows:—

I. That in the endowing of Upper Canada College the Grammar School Reserves granted in 1797 were illegally diverted from their original purpose.*

* It will be seen that by an Act passed in 1839, 250,000 acres of Crown Land were granted to the Grammar Schools, to make up for this diversion of the original Imperial Grant to them.

II. That the property of the Home District School, now the Toronto Grammar School, was illegally appropriated to the use of Upper Canada College.

III. That the rapid exhaustion of the University Endowment is chiefly due to the advances made in Upper Canada College, and that these advances were being made as lately as 1860.

IV. That the impartial administration of University affairs has been most injuriously affected by the influence of Upper Canada College in the University Senate, as illustrated by the appointment of Upper Canada College Masters Examiners of their own, and rival, Pupils for University Honours. Seventeen such appointments having been made during the eleven years ending 1866.

V. That Upper Canada College is a union of a Grammar with a Common School, conducted at an expense immensely greater than that of any similar institution in the Province.

VI. That the Grammar School work done in Upper Canada College does not, to any appreciable extent, differ from the work done in the better class of our Grammar Schools.

VII. That the present total attendance of Upper Canada College is altogether disproportioned to the annual amount withdrawn from the Grammar School Endowment (\$12,500,) for the support of the Institution.

VIII. That the attendance of Pupils is mainly derived from Toronto, thus completely divesting Upper Canada Collège of all claim to be regarded as a Provincial Institution.

NOTE. A prolonged discussion arose in regard to the various statements contained in Mr. Christie's Report, which is fully reported on pages 5-29 of the "Documentary History of Education in Upper Canada" and is, not, therefore, inserted here.

REPORT ON THE EDUCATION DEPARTMENT BY A SELECT COMMITTEE OF THE LEGISLATIVE ASSEMBLY OF ONTARIO, 1869.

NOTE. At the request of the Chief Superintendent of Education, a large Committee of twenty-three, out of eighty-two Members of the Legislative Assembly, was appointed to consider the suggestions which he had submitted in his two last official Reports, respecting certain amendments to the Grammar and Common School Laws; also to inquire into the management and working of the Education Department.

Various attacks and imputations have been made in past years against the Chief Superintendent and others in the management of the Department, and he was anxious, before retiring from its administration, that the most thorough investigation should be made into the working of the Department by Representatives of the people. The leaders of both parties in the Assembly agreed to the selection and appointment of a large Select Committee from both sides of the House, and on the 16th of November, on motion of the Honourable Attorney General Macdonald, a Select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction.

The following is the Report of that Committee, which was ordered to be printed by the Legislative Assembly the day before the close of the Session. This Report is an ample vindication of the Chief Superintendent, and all who have assisted him, from the imputations made upon them by a portion of the public press and other parties; it is an unquestionable testimony of the fidelity, efficiency

and economy with which the Department of Public Instruction has been conducted in its various branches and details.

To the Honourable the Legislative Assembly, Ontario.

The Select Committee appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction, beg leave to present their Report:—

Your Committee have considered the provisions of the Law respecting Common and Grammar Schools, and adopted certain Resolutions for the amendment thereof, which have been embodied in Bills numbers 119 and 129, now before Your Honourable House.

Some progress has been made in investigating the management and usefulness of Upper Canada College, but owing to the lateness of the Session and the number of Persons to be examined, and documents to be considered, the Committee will not be able to report thereon this Session. They have also procured Returns and other useful information, which have been printed under the Order of Your Honourable House for the use of Members.

The Committee visited the Education Office and examined the system of management pursued there, and appointed a sub-Committee for the more careful and extended investigation of that department of the Educational System. The result of the labour of that sub-Committee is embodied in their Report, as adopted and approved by your Committee, and herewith submitted.

Your Committee have to congratulate the Country upon the extent and efficiency of its Educational System, brought to its present state of usefulness mainly by the indefatigable exertions of the able and venerable Chief Superintendent of Education, the Reverend Doctor Ryerson, seconded by the Council of Public Instruction, and a most efficient staff of officers, together with the liberal provision made by the Representatives of the people for the support of Education in all its branches.

Your Committee are also much indebted to the Chief Superintendent for the great assistance given to the Committee by him in pursuing their inquiries; and it is matter of regret to the Committee, that the time at their disposal, owing to the many calls upon its Members in the discharge of other legislative duties, has prevented the preparation of an extended Report upon the subjects embraced in their enquiries.

TORONTO, January 19th, 1869.

M. C. CAMERON, *Chairman.*

REPORT OF THE SUB-COMMITTEE ON THE EDUCATION DEPARTMENT AND ON THE DEPOSITORY.

To the Chairman of the Educational Committee:—

The sub-Committee appointed to examine into the internal management of the Education Department, report:—

That in undertaking the duties assigned to them, they first determined to make a thorough examination into the mode of conducting the Financial Branch.

Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the Institution [Trustees' School Seals merely], and that all Expenditures are made by Cheque, properly countersigned by the different Heads of the Departments to which they respectively belong.

They find that a perfect system of registration of every communication received by the Department is maintained, by means of which the several Officers to whose department the Communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

Your Committee have also made a thorough investigation of the Depository Branch, and find that the existing arrangements for purchasing Stock are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory.

Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera, is very considerable, amounting in 1868 to \$20,004.20, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department.

In connection with this subject, your Committee submit the following statement, showing the cost of Books, Maps, etcetera, and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof. videlicet:—

Total amount paid for Books, Maps, etcetera, imported	
from 1850 to 1867, was	\$271,869 52
Purchases in Montreal	3,990 06
Articles manufactured, or purchased, in Toronto	93,146 88
	\$369,006 46
Freight, Agency, Packing, Printing, Insurance, Salaries	
and Expenses	73,600 19
	\$442,606 65
Value of Books despatched to Libraries, including the	
100 per cent. granted	\$123,298 97
Maps, Prizes, etcetera	213,993 78
Maps sold, without grant, (Text Books), etcetera	82,182 59
	\$419,475 34
Grants received from Government on this account, from	
1850-1867	253,518 48
Less remitted to the Receiver General	66,378 69
	\$187,139 79
Value of Books despatched	\$123,298 97
Value of Maps and Prizes despatched	213,993 78
	337,292 75

We get the amount of articles despatched over and above what was paid for.

Taking then the Grants	\$187,139 79
And deducting proportion of goods	168,646 37

Leaves a balance of \$18,493 42

Which amount is fully covered by the Stock on hand.

The above is exclusive of the transactions of 1868.

Your Committee in making their investigation have noticed that a considerable amount of extra labour has been performed in the Depository and other departments by Messieurs Hodgins, Marling, and Taylor, to whose energies and abilities in a great measure the Department is indebted for its present state of efficiency.

The services rendered by these Gentlemen, outside of their ordinary business, and during extra hours, has hitherto rendered unnecessary the employment of additional assistance; and having performed these duties for nearly five years, your Committee regret the reduction which has been made in the amount of their emoluments, without relieving them of their extra duties, the result of which will in all probability be an increased expenditure in the shape of additional Clerks.

Among other things, the printing of the Establishment came under review of your Committee, and they call attention to the fact that the prices charged by the Queen's Printer are in excess of those formerly paid; for instance:—

	Number of Copies.	Former Prices.	Queen's Printer's Prices.	Excess.
Journal of Education	5,520	\$130 00	\$156 50	\$26 50
Board of Trustees' Report	125	17 50	28 32	10 82
Scheme for Analysis	1,000	10 00	15 77	5 77
	6,645	\$157 50	\$200 59	\$43 09*

Your Committee have collected a complete set of the Forms and Papers used in the Department, which they submit for your inspection.

Your Committee have great pleasure in reporting that the internal management of the Education Department is most satisfactory.

In conclusion, they would recommend that there be a yearly audit of the Books of the Department.

TORONTO, January, 1869.

J. McMURRICH, *Chairman of the Sub-Committee.*

PROPOSED RETIREMENT OF THE CHIEF SUPERINTENDENT OF EDUCATION IN FAVOUR OF A MINISTER OF EDUCATION, 1868.

I have the honour to submit to the favourable consideration of His Excellency the Lieutenant-Governor-in-Council the suggestion which I lately submitted to individual Members of the Government, namely, that the Department of Public Instruction shall be under the management of a member of the Executive Council, to be designated Minister of Public Instruction, who shall be a Member of the University of Toronto and of the Council of Public Instruction, and who, in addition to the powers and functions vested in the Chief Superintendent of Education, shall have the oversight of all educational Institutions, which are or may be aided by Public Endowments, or Legislative Grants, to inspect and examine, from time to time, personally or through any Person appointed by him, into the character and working of such Institutions, and by him shall all public moneys be paid in support, or in aid of such Institutions, and to him they shall report at such times, and in such manner, as he shall direct.

With a view of giving effect to the foregoing recommendation, I hereby resign into the hands of His Excellency my Office of Chief Superintendent of Education,—an Office

* Note. The Queen's Printer contractors in their explanatory Report to the Honourable the Attorney General Macdonald, on these charges, conclude as follows:—

"We must acknowledge, however, that we are somewhat surprised that the difference in favour of our Contract, admitted by all practical printers to be an exceedingly low one, is not greater than it is; and it is quite evident, after a careful examination of the Accounts attached to Mr. Hodgins' Report. [to the Chief Superintendent on the Queen's Printer's Account for November and December, 1868], that the printing of the Education Department has been most economically managed."

which I have filled for upwards of twenty-four years, during which I have employed my best years and utmost efforts to devise and develop our present System of Public Instruction, and have been favoured with the cordial support of successive Governments and Parliaments, and with the liberal co-operation of the people of Upper Canada at large. I shall not dwell upon the developments or characteristics of that System; but I feel thankful that they are such as have received the highest approval both at home and abroad.

Our System of Public Instruction has acquired such large dimensions, and the net-work of its operations so pervades every Municipality of the land, and is so interwoven with our Municipal and Judicial Systems of Government, that, I think, its administration should now be vested in a responsible Minister of the Crown, with a Seat in Parliament, and that I should not stand in the way of the application to our varied educational interests of that ministerial responsibility which is sound in principle and wise in policy. During the past year I have presented a Report on School Systems in other Countries, with a view of improving our own; and the Legislative Assembly has appointed a Select Committee for the same purpose. I have, therefore, thought that this was the proper time to suggest the modification and extension of the Department of Public Instruction.

In regard to myself, as to both the past and the future, I beg to make the following statement:—

While, in addition to the duties imposed upon me by Law, as Chief Superintendent of Education, I have voluntarily established a system of providing the Municipal and School Authorities with Libraries, Text Books and every description of School Furniture, and School Apparatus,—devising and developing their domestic manufacture. I have thus saved the Country very many thousands of dollars in the prices, as well as quality of the Books, Maps, etcetera. I can truly say that I have not derived one farthing's advantage from any of these arrangements beyond the consciousness of having conferred material, intellectual and social benefits upon the Country. When I accepted office, I made no stipulation as to Salary, which was subsequently fixed by Statute not to exceed that of the Superintendent of Education for Lower Canada, and to bear the same proportion to his Salary as the share of Upper Canada to the population division of the Legislative School Grant bore to the share of Lower Canada. My Salary has, therefore, been regulated by Act of Parliament, and not by the favour of any Government.

But in regard to the future, I stipulate, or solicit, nothing. In view of my labours during the last twenty-four years and upwards, my age of nearly sixty-six years, and my voluntary retirement from my position, I believe the Country and the Legislature of the Country will do what is just and honourable, and I ask no more. I am still willing to do what I can to advance the chief work of my life; and if it is thought I may be useful in connection with the Council of Public Instruction, I will be happy to do what I can in that capacity, as also (released from the cares and duties of office), to contribute to the School and other literature of the Country, and to aid, if desired, the proposed Minister of Public Instruction, with any counsel my experience may enable me to give.

As to the time and manner of giving effect to the foregoing suggestions in regard to the Department, or my own resignation, I defer entirely to the convenience of the Government and the judgment of the Governor-in-Council.

TORONTO, 7th December, 1868.

EGERTON RYERSON.

MEMORANDUM BY THE CHIEF SUPERINTENDENT OF EDUCATION ON A RETIRING ALLOWANCE.

What I may be allowed annually in consideration of my labours of upwards of twenty-four years in devising and developing our present System of Education, of

my voluntarily relinquishing emolument, power and rank of my office, and in consideration of what I may yet do I leave to the justice and generosity of the Government and Legislature.

What I should have to do in connection with the Council of Public Instruction is as follows:—

1. To prepare a revision of the Regulations in regard to the Common and Grammar School and Public Libraries.

2. To prepare the Programme of the Courses of Study for all the Public Schools, including not only the classification of Studies, but the time to be daily, or weekly, devoted to each,—a work which has not yet been done in this Country, although of great importance, and done in the best educating Countries in Europe, and a work requiring much consultation.

3. To examine and submit all the Text Books for the Schools, and for Public Libraries and Prizes. It took upwards of two years of all the time I could command to examine the first selection of Books for the Public Libraries, (nearly 4,000 works). New Books are constantly being published, and it is important that the good and suitable ones should be, from time to time, added to the selection, while bad and useless ones should be carefully excluded.

In addition, I propose to prepare for the consideration and approval of the Council Text Books, not provided for, on the following subjects:—

1. Elements of Civil Government and Political Economy, as suited to the Institutions of our Country, and adapted to youth and the Schools. This is provided for in the United States, and is strongly recommended for the Schools in England.

2. Elements of Agriculture, or what every Farmer's Son should know respecting the Soil he cultivates, the Flowers, Vegetables and Grains he grows and the Animals he raises.

3. Moral Relations and Duties.

4. Natural Science, as adapted to the Productions, Manufactures and Mechanics, of Machinery, of the Country. Great stress is laid on this by the English Educational Commissioners.

On these subjects we have no suitable Books, and on some of them no Books at all. I may not be able to write perfect, or the best, Books on these subjects, but I may be able to point out the way and lay the foundation for others to build upon and improve.

It will also be necessary to prepare as soon as possible an Historical and Descriptive Catalogue of the Objects of Art in the Museum,—a work of some three or four hundred pages.

It is my wish to prosecute and complete a Constitutional History of Upper Canada, preceded by an account, or History, of the United Empire Loyalists, and the first Settlers in Canada.

The work which I have thus sketched will occupy some years,—perhaps all of working the life that remains in me, and it is all connected with the progress and institutions of the Country.

TORONTO, 7th December, 1868.

EGERTON RYERSON.

LETTER IN REPLY, DECLINING TO ACCEPT DOCTOR RYERSON'S RESIGNATION.

In acknowledging your Letter of the 7th December last, placing your resignation of the Office of Chief Superintendent of Education in the hands of His Excellency the Lieutenant Governor, and suggesting that the Department of Public Instruction should be placed under the more direct management of the Government through a Minister, to be designated "The Minister of Public Instruction," holding a place on the Executive Council, and a Seat in the Legislative Assembly, thus bringing the Education Department, in common with all the other branches of the Government, within the

control of the people through the responsible Advisers of the Crown, I am directed by His Excellency the Lieutenant Governor to thank you for the valuable suggestions contained in your Letter, and to request that you will continue to discharge those important duties which you have performed for a quarter of a century with so much credit to yourself and benefit to the people of this Province, until His Excellency's Advisers shall have more fully considered your suggestions and matured a Measure for placing your Department under the direct supervision of a Member of the Executive Council.

The services that you have rendered to your Country and your now advanced age fully warrant your asking to be relieved from the further discharge of your arduous duties, but knowing your vigour of mind, and energy of character, His Excellency ventures to hope that compliance with the request now made will not prove too great a tax upon your energies, or interfere seriously with any other plans you may have formed for the employment of the remaining years of a life devoted to the moral and intellectual improvement of your fellowmen.

TORONTO, 30th January, 1869.

M. C. CAMERON, *Secretary*.

REPLY TO THE FOREGOING LETTER BY DOCTOR RYERSON.

I have the honour to acknowledge the receipt of your Letter of this date, conveying the most kind expression of His Excellency the Lieutenant Governor in regard to myself and my past humble services, and the request that I would continue in my present Office until His Excellency's Advisers should be able to mature a Measure to give effect to the recommendations in my Letters of the 7th December last, respecting the direct responsibility of the Education Department to Parliament, and the creation of the Office of Minister of Public Instruction to be filled by a responsible Minister of the Crown, having a Seat in Parliament.

The more than kind reference to myself on the part of His Excellency has deeply affected me, and for which I desire to express my most heartfelt thanks.

I beg to assure you, for the satisfaction of His Excellency, that I will subordinate every inclination and contemplated engagement to the great work of the Education Department and the System of Public Instruction, as long as I have strength and may be desired by the constituted Authorities to do so.

I have found that the apprehensions first expressed by the Honourable M. C. Cameron, as Chairman of the Education Committee of the Legislative Assembly during the late Session, that, connecting the Department of Public Instruction with the Political Ministry of the day might draw the System of Public Instruction into the arena of Party Politics, and thus impede its progress, is largely shared by thoughtful men, and that my recommendation had been coldly received generally, and strongly objected to in many quarters.

Under these circumstances, I have been led to review the whole question, and aided by the experience which the recent Session of the Legislature has afforded, I would respectfully suggest that, until a better System can be devised, a Committee of say seven, or nine, Members of the Legislative Assembly, (to be presided over by the Provincial Secretary), be elected by ballot, (or if not by ballot, by the mutual agreement of the Leaders of both parties in the House), at the commencement of each Session, to examine into the working, and report upon all matters relating to the Education Department and its administration, as well as upon any Measures which might be suggested for the promotion of Public Instruction. The Provincial Secretary, being *ex-officio* Chairman of such Committee, would be able to bring before it anything that had required the interposition, or had been brought before the Government during the year, and meriting the attention of the Committee. The Committee being chosen by ballot, or by mutual agreement on both sides of the House, would preclude the character of party in its mode of appointment, and give weight and influence to its recom-

mendations. In this way the Education Department, necessarily so identified with matters affecting popular progress and enlightenment would, in its whole administration, be more directly responsible to Parliament, and, through it, to the people, than any other Public Department is now, and that without being identified or connected with any political party; and on the occasion of vacancy in the Administration of the Department a selection and appointment could be made, free from the exigencies of party, or of party elections, upon the simple and sole ground of qualifications for the Office, and with a view of promoting the interests of Public Education, irrespective of sect, or party.

But, under any circumstances, I will endeavour to do my duty to the best of my ability, as desired by His Excellency the Lieutenant-Governor.

TORONTO, January 30th, 1869.

EGERTON RYERSON.

COUNTY SCHOOL CONVENTIONS AND THEIR PROCEEDINGS IN 1869.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, TEACHERS, AND OTHER SUPPORTERS OF GRAMMAR AND PUBLIC SCHOOLS IN ONTARIO.

I propose, in the course of the next few months, Providence permitting, to make my fifth and last Visit to each County, or Union of Counties, in Upper Canada, in order to hold a County School Convention of all School Officers and other friends of Education who may think proper to attend, in order to confer on the subjects of the Common and Grammar School Amendment Bills which have been recommended by a large Committee of the Legislative Assembly, but the further consideration of which has been deferred until the next Session of Parliament. I cannot hope to be able to address any County Convention further than may be necessary to explain the objects and provisions of the School Bills referred to.

2. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the day-time, with two, or three, necessary exceptions. The Meeting of each Convention will take place, (unless otherwise stated), at one in the afternoon and the proceedings will commence precisely at half-past one, whether few, or many, be present. . . .

EGERTON RYERSON, *Chief Superintendent of Education.*

TORONTO, 30th January, 1869.

REPORT OF THE PROCEEDINGS OF THE CONVENTIONS BY THE CHIEF SUPERINTENDENT OF EDUCATION.

All the Counties were reached, and Meetings held in them, except the United Counties of Prescott and Russell, of which L'Orignal is the County Town. The state of the Roads prevented me from getting to L'Orignal. The state of the Roads also prevented me from reaching Perth and Renfrew on the days first appointed; but I appointed other days. Held a large Convention in the County of Lanark, at Perth, but was unable to hold a Public Meeting in the Village of Renfrew; but in place of it, I held one, which was largely attended, in the Village of Arnprior.

The proposed Grammar School Bill, with the additions stated in my previous Communication, was universally approved. I shall, therefore, confine my statement to what relates to the proposed Common School Bill.

A majority of the County Conventions voted for County Superintendents, qualified, appointed and paid, as recommended by the Legislative Assembly.

With a few exceptions, the County Conventions approved of all the provisions of the proposed Bill. The two, and almost the only provisions of the Bill much debated, are those which relate to the appointment and payment of County Superintendents,—chiefly the former,—and the minimum Salaries of Teachers. As it has never been my wish to have School Laws enacted and the System established, only by common consent, I purpose to submit recommendations on the two points referred to, which I trust will secure for the School Bill proposed the cordial support of all parties.

A CRISIS IN THE EDUCATION DEPARTMENT, AFFECTING DOCTOR RYERSON, AVERTED.

On the formation of the Provincial Government of Ontario, under the Imperial Confederation Act, no change was proposed, or made, in regard to the financial arrangements with the Government and the Education Department. At a Meeting, however, of the Public Accounts Committee, held during the First Session of the Provincial Parliament, the following Resolution was passed and reported to the House of Assembly:—

Your Committee recommend that the expenditure of the Grants made in respect of Education, and all other matters of account connected with or relating to the service of Public Instruction, be dealt with and controlled under the system applied to all other branches of the public service, and that all Receipts and Disbursements for those Services be hereafter made through the Treasurer's Department.

NOTE. The first intimation which Doctor Ryerson had of any coming change in the financial relations of the Education Department and the Provincial Government, and especially with the Provincial Treasurer, were some remarks made in the House of Assembly by Mr. E. B. Wood, the Treasurer, in reply to Mr. E. Blake, in which he stated that "Doctor Ryerson's conduct in respect to certain official financial arrangements" was not satisfactory to him. On seeing this statement in the Newspaper Report of the Proceedings of the House, Doctor Ryerson addressed the following Letter to the Provincial Secretary on the subject.

LETTER FROM THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to submit for the consideration of His Excellency the Lieutenant Governor-in-Council the following statements and remarks in regard to the conduct of the Honourable E. B. Wood, a Member of the Executive Council, and Treasurer of Ontario, towards myself, and the Department over which I have presided for more than twenty years.

Some time since, the Premier, the Honourable Attorney General, J. S. Macdonald, said in his place in the Legislative Assembly, that the present Chief Superintendent, should not be interfered with in his official arrangements as long as he presided over the Department which he had developed and so long conducted to the satisfaction of the Country. Yet in the face of this most public declaration and pledge on the part of the Head of the Administration, Mr. Wood, in the course of a few days, not only proceeded to interfere in the matters respecting which the Attorney General had told the Legislative Assembly should not be changed during my administration of the Department, but stated, in reply to Mr. Edward Blake, that my conduct in respect to these matters "was not satisfactory to him,"—although I informed him in my Official Letter to him, dated the 7th of last March, that I should pay all the Clerks just as I had done "until another Order-in-Council should be passed,"—although he knew, by his auditing my Cheques and Vouchers from month to month, that I had made these payments, as also did the Premier, with whom I had conversed more than once on the subject. Yet Mr. Wood,

in order to excuse himself from the responsibility, and to gain some capital for himself with those who opposed me, affecting an ignorance of what he knew had been done with his own concurrence during the year, by saying that my "conduct was not satisfactory" in the matter. The very day after Mr. Wood threw this suspicion and slur upon my conduct he came to the Education Office for the first time in his life, to enquire into my accounts, and modes of proceeding,—with which he should have acquainted himself before,—at least before uttering in the Legislative Assembly his professed dissatisfaction with my conduct.

It is also worthy of remark, that a Select Committee of the Legislative Assembly has carefully and thoroughly investigated the whole financial working of my Department, and has justified me and condemned Mr. Wood in regard to the very matters respecting which he had censured me in the House.

I submit that it is unprecedented for the Head of one Department of Government to attempt to make political capital for himself by disparaging remarks respecting the Head of another Department. It is true, my Department is not political, and I have not a Seat in the Legislative Assembly. The Law does not make me subject, or subordinate, to him; for the 104th Section of the School Law says expressly:—"The Chief Superintendent shall be responsible to, and subject to the direction of the Governor, communicated through any Department of the Provincial Government." Happily Mr. Wood is not "Governor"; and, as an Officer of the Government, has no right either to censure, or command, me, except by "direction of the Governor."

But there is another matter respecting which I think I have cause of serious complaint of Mr. Wood's conduct in regard to my Department. I refer to his increasing the salary of a junior Clerk, not only without, but against, my recommendation. At Mr. Wood's request, I caused a detailed statement of the Estimate of my Department for Salaries and Contingencies to be laid before him; and I placed the Salaries precisely as they are stated on the 19th page of my printed Pamphlet, addressed to Members of the Legislature. When Mr. Wood came to the proposed Salary of the "Assistant Clerk of Correspondence," Mr. Atkinson, (who it appears is an intimate friend of Mr. Wood's confidential clerk), Mr. Wood said he understood Mr. Atkinson was "a nice young fellow," and that his Salary ought to be increased. I stated that I would readily agree to his proposed increase of Salary, to Mr. Atkinson, provided there should be a corresponding increase in the Salaries of Messieurs Taylor and Stinson, who had earned, and who needed an increase of their Salaries much more than Mr. Atkinson. I understood this to be agreed to by Mr. Wood, and accordingly caused another list of Salaries to be prepared, including the proposed increase of \$100 to each of the Salaries of Messieurs Taylor, Stinson and Atkinson. But when I afterwards learned from a printed paper that there was to be no increase to the Salaries of either Mr. Stinson or Mr. Taylor, and that Mr. Taylor's Salary was to be actually reduced \$200 below what he had received during three years, I went to Mr. Wood and told him it would be unjust, and I could not consent to increase Mr. Atkinson's Salary alone. Yet, in the face of my objection, Mr. Wood adds \$100 to Mr. Atkinson's Salary, while against my remonstrance he reduces the Salaries of two Senior Clerks and of Mr. Hodgins, the Deputy Superintendent. . . .

I am persuaded this proceeding on the part of Mr. Wood was not known to the Premier, much less to the Governor-in-Council. It is ignoring me as the Head of this Department, and placing me in a false position in regard to the Officers of the Department under me, and marks out Mr. Atkinson as Mr. Wood's protégé in my Department. I submit that under such circumstances Mr. Wood's act should be disallowed.

I have also to represent that Mr. Wood's conduct in respect to the course of lectures on School Law and Regulations in the Normal School is unauthorized and as objectionable as that to which I have just alluded.

In regard to these Lectures, and the appointment for their delivery, I beg to offer three remarks.

(1) In the Normal Schools of Europe special instruction is given to Students on the Governmental Laws and Regulations under which they are to act as Teachers; and in the best Normal Schools in the United States instruction is given in the elements of Civil Government, as well as of the State School Laws.

(2) The present Head Master of the Normal School, even before his appointment as such, addressed, through me, the Council of Public Instruction on the subject; and the Council authorized the Course of Lectures and made the appointment for giving it.

(3) The half-yearly Examination papers on the subject since 1866 will show the amount of useful knowledge communicated and acquired in regard to the legal duties of Teachers and their relations, and of the School Corporations, etcetera, and their powers and duties. And it is worthy of special remark, that before this Course of Instruction was given, many of the Teachers trained in the Normal School got into trouble and difficulty in consequence of their ignorance on these legal School subjects; and since such Instruction has been given, I have not known, or learned, of a single difficulty or complaint in any School Section in which a Normal School Teacher thus taught has been employed. This is not difficult to be accounted for, when the Teacher is usually the Clerk of the Corporation, to prepare all their Notices, Rate-bills, Warrants, etcetera, and, therefore, requires to be familiar with the School Law and the Regulations on all these matters. . . .

I have only to add that, after much deliberation, I have felt it due to myself, to the Department of more than half my life's labour, and to the Council of Public Instruction, to bring these matters under the notice of the Governor-in-Council for such decision and instructions as His Excellency may think proper to direct.

TORONTO, 27th January, 1869.

EGERTON RYERSON.

LETTER FROM THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Doctor Ryerson was not aware of the passage of the Resolution of the Public Accounts Committee, (see page 112), directing that, in future, all the Accounts of the Education Department should hereafter be paid direct by the Provincial Treasurer, and not by the Chief Superintendent, as provided by the various School Acts, and for the proper payment of which he had given financial Bonds to the Government. . . . The following letter was received by him from Mr. Wood, the Provincial Treasurer:—

I have the honour to inform you that, from the 31st December last, payments will be made in respect of Education Grants directly to the parties, as near as may be, by the Cheque of the Provincial Treasurer.

NOTE. Mr. Wood's Letter then goes on to enumerate the various Educational Grants payable hitherto by Doctor Ryerson, which he states shall in future be payable by him at the Treasurer's Office. He also directs that all the other payments of the Depository, Library, Museum, *Journal of Education* shall be payable by him, and not by the Chief Superintendent.

His Letter concludes as follows:—

In view of the foregoing Regulations you will be good enough to send to this Department the proper papers for the payment of \$1,500 in *re* Library and Museum, \$6,000 in *re* Libraries, Maps and Apparatus, \$3,000 in *re* Normal and Model Schools, and \$500, Office Contingencies. I have mentioned the mode in which the *Journal of Education* and Grammar School Inspection will be paid.

TORONTO, 23rd January, 1869.

E. B. Wood, *Treasurer*.

On receipt of this Letter, the Chief Superintendent decided to appeal to the Governor General-in-Council, with a view to ascertain whether or not the directions contained in this Letter from Mr. Wood had the sanction of the Executive Government. He therefore addressed the following Letter on the subject to the Provincial Secretary:—

LETTER TO THE PROVINCIAL SECRETARY BY THE CHIEF SUPERINTENDENT OF
EDUCATION.

I have had the honour to receive a Letter from the Honourable E. B. Wood, Treasurer of Ontario, containing sundry directions as to the mode of paying moneys in connection with our Public School System. I beg respectfully to submit for the consideration and direction of His Excellency the Lieutenant Governor-in-Council, the following remarks and requests respecting the instructions and proposals of Mr. Wood's Letter.

Mr. Wood's Letter seems to have been drawn up without any apparent knowledge of many provisions of the School Laws, respecting the payments of School Moneys, or of the duties and working of the different branches of this Department. The Letter appears to be intended to give effect to the last paragraph of the last Report of the Committee on Public Accounts,—a Report which was presented to the House the day before prorogation. . . . As the House was prorogued the following day, and Mr. Wood's Letter is dated the same day, I cannot suppose that the instructions of his Letter, (affecting the whole System and working of my Department), were considered and ordered by the Governor-in-Council. Mr. Wood does not say in any part of his Letter, that he has been directed by the Governor to give me such directions; and I am persuaded that, after the Attorney General had stated to the Legislative Assembly that the working of the Education Department would not be interfered with, as long as I administered it, a Letter of Instructions virtually repealing several provisions of the School Law, and seriously affecting the efficient working of my Department, could not have received his sanction, much less the direction of the Governor. I am confident that His Excellency-in-Council would, at least, have afforded me some opportunity of consultation, or explanation, before ignoring my whole mode of administering a Department which the most thorough investigation by a Committee of the Legislative Assembly has shown to have been conducted with rigid economy, perfect faithfulness, and great efficiency.

The Department of Public Instruction is not newly created, (like the other Public Departments of Ontario), and organized under recent Statutes. It has existed more than twenty years, and has been developed and matured under Statutes, which have been passed from time to time since 1846. To ignore these Statutes and all this past by a Departmental Letter, and that without even a hint, or word of consultation with myself, seems to be unprecedented. . . .

In reference to provisions of the School Law, the only one which leaves the mode of paying School moneys undefined is that which relates to the payment of moneys apportioned by the Chief Superintendent of Education to the Counties, Townships, Cities, Towns, and Incorporated Villages, in support of Common and Grammar Schools. . . . For two or three years the moneys apportioned by me to Counties, etcetera, for Common School purposes, were paid by the Finance Minister on my Certificate of Apportionment; but so many misunderstandings and delays arose under that system, that the payment of these moneys was transferred to me; and I was made for some ten years Treasurer of all School moneys, and had to give Bonds, with Sureties to the Government, which are still lodged with the Finance Minister, although, for the last ten years, I have had the custody of no School moneys, but have received accountable Warrants to enable me to pay School moneys, as provided by Law. But, with the excep-

tion of the moneys above mentioned, the School Law provided for the payment of all other School moneys through the Chief Superintendent. . . .

NOTE. Doctor Ryerson then goes on further to point out objections to Mr. Wood's directions, which are not necessary to quote here.

But Mr. Wood proposes that certain moneys should be paid by me, while other moneys should be paid by him. I submit that the System should be uniform,—all the moneys paid by the one, or the other. A duplicate System of payment and responsibility can only result in frequent misunderstandings and confusion, and afford a convenient pretext for making me responsible for every thing that may not be satisfactory to a Parliamentary Objector. I do not wish to be one of such a partnership. . . .

Having thus remarked upon the principal matters in the Provincial Treasurer's Letter of Instructions, I beg most respectfully to submit to His Excellency-in-Council that the provisions of the School Laws in respect to the Expenditure and payment of School moneys be executed as heretofore, according to which not a farthing of School moneys has ever been lost, and there is as ample security and provision for the due payment of, and accounting for, every sixpence of School moneys as can exist according to the cumbrous, and in some respects, impracticable method proposed by Mr. Wood. If it be deemed expedient to change the mode of administering the Laws respecting School moneys, I submit that certain provisions of those Laws should be first repealed, or amended. But I submit that my Certificates as authority for the payment of School moneys are not as ample security to the public for the due application of School moneys as my cheque, and the Vouchers of the parties receiving; since in the latter case if any improper, or unauthorized, payment be made, I may be required to refund the amount, and the Government has not only my own Bond, but that of two responsible Sureties, for every farthing of School money paid through me.

I am ready at all times to obey, and do all in my power to give effect to any instructions of the Governor-in-Council communicated to me, through any Department of the Government; but I am sure His Excellency could not desire any contravention of the manifest design and provisions of the School Laws in connection with my duties; and I should feel myself unfaithful to what I believe to be the economical and best interests of the School System, did I not point out what I believe to be the unauthorized and mischievous character of Mr. Wood's Letter of instructions.

TORONTO, 29th January, 1869.

EGERTON RYERSON.

LETTER TO THE PROVINCIAL SECRETARY BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honor to request that, for the reasons set forth in my letter of the 29th ultimo, His Excellency the Lieutenant Governor-in-Council will be pleased to direct the issue of an accountable Warrant in my favour for the sum of \$12,000, as prayed in my Letter to Mr. Treasurer Wood of the 2nd and 22nd ultimo. Parties to whom the money is payable are calling every day for the amount of their Accounts,—many of them being Mechanics who cannot afford to remain out of their money, and who, in their Tenders, or Estimates, for work based their calculations on prompt payment by the Department.

The Provincial Treasurer's Letter referred to, not only proposed changes which involved an immense deal of both trouble and delay, and consequently of expense, without any one advantage or security not already possessed, but actually proposed those changes to be retrospective, from the 31st of last December,—thus deranging the payments and proceedings of the last month.

TORONTO, 1st February, 1869.

EGERTON RYERSON.

REPLY TO THE FOREGOING LETTER BY THE PROVINCIAL SECRETARY.

I have the honour to inform you, by command of His Excellency the Lieutenant Governor, in reply to your Letter of the 1st instant, that by the provisions of an Order-in-Council, no Warrant can be issued unless founded upon a report by the Provincial Treasurer, and, therefore, the requirements of the Treasurer's Letter of the 23rd of January last must be complied with by your Department in this instance, as in others.

TORONTO, 8th February, 1869.

M. C. CAMERON, *Secretary*.

NOTE. On receipt of this Letter and the following one from the Public Works Department, I enclosed them to Doctor Ryerson, then at Newmarket, holding a County School Convention there. As I knew that he was very much occupied with the details of these Conventions, I drew up the following Memorandum to aid him in dealing with the directions contained in these Letters and sent it to him in a separate note:

PRIVATE MEMORANDUM FOR DOCTOR RYERSON IN REGARD TO THESE LETTERS.

In reply to these two Letters it would be well to intimate that the directions of the Governor shall be strictly complied with, but that, in your official reply, you cannot but remark, in regard to the sudden changes proposed by Mr. Wood: —

1st. That they are sudden and peremptory in their character, and made without consultation or conference, and in the face of the investigations and report of the recent Committee of the House of Assembly.

2nd. They involve a system of absorption, without providing for a Provincial Board of Audit to see that payments are duly made.

3rd. They are a means of patronage and influence, which can be brought to bear by the Minister of the day.

4th.—They are illegal, in so far as they expressly contravene the provisions of the School Law.

5th. They are partial in their application to the Education Department, and not to the two Colleges and the University.

6th. They have not been concurred in by the Governor-in-Council. The Order-in-Council referred to does not allude to the Education Department, but deals with new Departments, which have no Statutes to govern them, or Parliamentary organization.

A private letter need not go into detail, but should deal only with the point raised. Details and arguments should be reserved for official reply.

TORONTO, 9th February, 1869.

J. G. H.

LETTER FROM THE SECRETARY OF THE PUBLIC WORKS DEPARTMENT.

I am instructed by the Commissioner to inform you that no alterations, or repairs, are to be made to the Buildings, or Furniture, under your charge, except under the authority, and by the direction of the Architect and Engineer for the Department of Public Works. When any such alterations, or repairs, are desired, a Requisition must be forwarded to this Department, specifying the same, when, if deemed proper, they will be undertaken by order of this Department. If any such alterations, or repairs, are made, except in the manner indicated, the charges and expenses thereof will not be allowed.

TORONTO, 8th February, 1869.

WM. EDWARDS, *Secretary*.

PRIVATE AND CONFIDENTIAL LETTER FROM THE PROVINCIAL SECRETARY TO THE
CHIEF SUPERINTENDENT OF EDUCATION.

Your Letters (while holding the County School Conventions), of the 30th ultimo and 15th instant, reporting the progress you have made with the several County School Conventions you have attended on the Common and Grammar School Bills, have been received, and it is very satisfactory to learn that you have met with general success. The labour and fatigue you have undergone must have been very trying to you, and manifest the possession of energy very remarkable at your time of life.

Several circumstances have prevented me, until this moment, from addressing you privately on the subject of your Official Letters of the 27th and 30th January, reflecting upon the Provincial Treasurer, Mr. Wood. These Communications have not yet been officially brought to the notice of His Excellency the Lieutenant Governor, and it will be matter of very great regret to me to place them before him. Each Member of the Government considers them a reflection upon the Government as a whole, and upon every Member thereof, as all are responsible for the Official Acts of each. If, therefore, these Communications are to be officially dealt with, the action which the Government will feel bound to take, out of respect to their position, will be exceedingly unpleasant and distasteful to each and will be adopted with regret. I can assure you that Mr. Wood intends no disrespect to you, or the position you hold, and trust you will withdraw these Letters, which you are at liberty to do, if you think fit. If you will allow me to do so as a friend, I would advise you to follow this course.

TORONTO, 17th February, 1869.

M. C. CAMERON, Secretary.

[NOTE BY DOCTOR RYERSON. On Monday the 22nd of February I wrote to Mr. Cameron from Brampton, giving an account of the Conventions held the previous week, (as I had promised to write him once a week), acknowledging the receipt of his Letter of the 17th instant, and stating that I would be in Toronto on Saturday the 27th instant, and would then reply to his Letter. He was not willing to wait until Saturday but pressed for an immediate reply, as follows].

LETTER FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF
EDUCATION.

I am to-day favoured with yours of the 22nd instant, and am glad to see you still meet with success.

With reference to my private and confidential Note, no answer is required further than to say whether you wish to withdraw the Letters referred to, or to have them formally brought to the notice of His Excellency, and your decision in this matter my Colleagues and myself desire should be given without delay, and you will please telegraph me from Guelph to-morrow. If explanations were sought, or required, of course, the time of reply mentioned in your Note would not be unreasonable.

TORONTO, 23rd February, 1869.

M. C. CAMERON.

TELEGRAM TO THE HONOURABLE M. C. CAMERON, PROVINCIAL SECRETARY,
TORONTO.

Received your Note demanding an immediate reply by telegraph. Cannot withdraw the Letters. I write reasons by this morning's mail.

GUELPH, 25th February, 1869.

EGERTON RYERSON.

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

(*Private*).

I received your Letter of the 17th instant, at London; but, as my whole time, late and early, was occupied in either going from one County to another, or holding each day a County School Convention of several hours continuance, I have not been able duly to consider your Suggestions, much less to reply to them. But, in your note addressed to me at this place, and received last night, you demand an immediate reply by telegraph, without explanation.

I have replied by telegraph that I cannot withdraw the Letters in question.

I doubt not the sincerity of what you state and the kindness which has prompted your suggestions; but, with my convictions of what I believe is due both to the public and myself, I cannot withdraw the Letters to which you refer.

I understand you as intimating my dismissal from Office in case I do not withdraw the Letters in question. I have made up my mind for such a result. I have been poor; I know from experience what poverty is; but it has no terror to me, in comparison with a sense of personal dishonour and shame, or of unfaithfulness to great principles of constitutional right and liberty.

I bow to the decisions of the Government and obey its directions, whatever they may be. Therefore, on receiving your Official Letter of the 8th instant directing by command of His Excellency compliance with the requirements of the Honourable the Provincial Treasurer Wood's Letter of the 23rd ultimo, I wrote immediately to Mr. Hodgins to obey it in every particular.

There is, however, a question of vital public interest involved in your suggested withdrawal of my Letters; and I am not prepared from any personal considerations of office, or gain, to sacrifice what I believe to be a right sacred to every inhabitant of Canada,—that right of complaining to the Governor-in-Council of what he believes to be a wrong done to him by one Member of the Government.

In my Letters in reference to the proceedings and orders of the Honourable Treasurer Wood, you say:—

"Each Member of the Government considers them a reflection upon the Government as a whole and upon every Member thereof, as all are responsible for the official acts of each."

If what is true as to responsibility in respect to united public policy, or of the approved acts of each Member of a Government, is true in the sense to which you apply it, then the Commissioner of Crown Lands, or any other Member of the Government, may do an act of injustice to any individual, or section of the community, and any individual, or party, complaining of it to the Government must be told that his communication is "a reflection upon the Government as a whole, and upon each Member thereof," and there is no redress, or even consideration of the complaint; and, if the individual complaining holds an Office under the Government, he becomes liable to instant dismissal. Such a doctrine, it appears to me, establishes, under pretences of Responsible Government, an oligarchy of the worst kind, and at variance with the rights of every citizen of Canada.

I disclaim having reflected upon the Government as a whole, much less upon every Member thereof. My Letters contain ample evidence to the reverse. Nor has such a construction been put upon previous Letters of mine of a similar kind.

In 1846-7, the Honourable the Inspector General of that day communicated to me a Departmental decision, which I regarded as unjust to myself, and at variance with the intentions and provisions of the School Law. I appealed to the Governor General-in-Council on the subject; but, so far from being told that my Letter was "a reflection upon the Government as a whole, and upon every Member thereof," my Letter was taken into consideration, and was referred to the Attorney General, (Draper), who advised the Governor-in-Council that I was right, and the decision, and the instruction of the Inspector General was set aside.

Two years later, in 1849, under the administration of the late Honourable Robert Baldwin, the Honourable Malcolm Cameron, then a Member of the Government, brought into Parliament a School Bill, which provided for the change of our whole School System, and which was intended, as the Author said to some friends of mine "to slide me out of office." I remonstrated to the Government against the provisions of the Bill; and suggested essential Amendments to it. My remonstrances were considered; and the Author of the Bill professed to adopt my Amendments. The Bill was passed through Parliament on the last day of the Session, and proved to retain all the clauses to which I had objected, and only one, or two, verbal Amendments which I had suggested. The day I saw the Bill after it had become a Law, I told the Premier,—Honourable Robert Baldwin,—that my office was at his disposal, as I would never administer a Law which was contrary to the conditions on which I had accepted, and held, office, and which I believed was inconsistent with the sacred rights of parties and would be injurious to the Educational interests of the Country. Mr. Baldwin said that, although technically responsible for the Bill, in the midst of the confusion caused by the burning of the Parliament Buildings at Montreal, he had not examined its provisions, and desired me to state my objections in writing. I did so in an Official Letter, dated the 14th July, 1849, in which I severely exposed the whole mode of procedure in the introduction and passing of the Bill, as well as the objectionable character of many of its provisions. But, I was not told by the "Father of Responsible Government" that my Letter was "a reflection upon the Government as a whole and upon every Member thereof." On the contrary, my representations were considered as well founded by the Government as a whole; and I was even authorized to administer the Department during four months, regardless of the provisions of the objectionable Act, until a new Bill could be prepared and passed into Law, in accordance with my suggestions,—which new Bill became the School Act of 1850,—the charter of our present School System.

I think that the Honourable Chief Justice Draper, and the late Honourable Robert Baldwin knew what were the true principles of Responsible Government, as well as what were the rights of individuals, whether out of office, or in office,—even although as humble as myself.

If the statements of my Letters in question are unfounded, or if the suggestions which I have therein submitted to the Governor-in-Council are unworthy of consideration, I am prepared to give effect to the decision, however I may be individually convinced that such decision will be less economical, less efficient, and less convenient to all parties concerned than the mode of procedure heretofore pursued in the Educational Department. But I am not prepared to withdraw my Letters, which I believe are founded on fact, and which were written with a view to public economy and the educational interests of the Country, whatever may be the consequences as to my official position and means of future support. I leave the result to the judgment of the Legislature and of the people of Upper Canada, and commit my all to the gracious Providence of Him whom I have endeavoured to serve in serving my native Country from my youth.

GUELPH, 25th February, 1869.

EGERTON RYERSON.

POSTSCRIPT.—I have felt that I have had a mission in establishing and fitting up the practical details of a System of Public Instruction for the people of Upper Canada; but, if I am arrested in that work, I shall regard it as an indication that I should undertake for the next five years the more comprehensive work of commending to the people as free a system of Civil Government as I have during the last twenty-five years devised and developed for them a Free System of Education;—a system of Government, under which every head of a Department shall be made as directly and fully responsible to the Legislative Assembly as I proposed in my Letter to you of the 30th ultimo, the Head of the Educational Department should be,—a System which will make the individual Heads of Departments the Servants of the Legislature, rather than its Dictators,—a System which will abolish the oligarchy of party tyranny and corruptions, and give the

Parliament its true dignity, and to the people their real majesty;—a System, which, in its full development, will add as much to the value of property and of various industry as it will to the freedom and ultimate independence of our Land. I know of wealthy men who have urged such considerations the last year, or two, and who, I believe, will contribute all needful means to lay a broader and stronger foundation for the future civilization and independence of this Country. Through the issue which you have raised, I look beyond the petty personal questions and interests involved to what relates to the institutions and future of the entire Country; and I, therefore, feel quite indifferent as to what you and your Colleagues may do in regard to myself.

E. R.

PERSONAL CORRESPONDENCE OF J. G. HODGINS WITH DOCTOR RYERSON TO INDUCE HIM TO WITHDRAW HIS OFFICIAL LETTERS TO THE GOVERNMENT.

Having learned from Members of the House of Assembly that a combination of its Members supported Mr. Wood in his movement against Doctor Ryerson, I wrote to him constantly on the subject, while he was absent from Toronto, holding the County School Conventions. I also several times interviewed both the Premier, (the Honourable J. S. Macdonald), and the Honourable M. C. Cameron, Provincial Secretary, to see if I could not induce them to take a less extreme view of the case, but, in that, I was unsuccessful, as they felt that they could not depart from the position which they had taken in the matter, and that either the Letters must be withdrawn, or dismissal would be the consequence of refusal to do so. They were both personally very kindly disposed to Doctor Ryerson, but they keenly resented his contrast of their treatment of him and that of the Honourable Mr. Draper, and of the Honourable Robert Baldwin, in similar cases, which he cited, when both of these Premiers not only listened patiently to the objections which he urged against his treatment by their Colleague, but by Order-in-Council they set aside the act of their Colleague, against which he had protested.

Doctor Ryerson left Toronto to hold the County School Conventions soon after he had written his Letter of remonstrance against the proceedings of Mr. Wood.

After holding his first Convention Meeting, he wrote to me the following Letter:—

DOCTOR RYERSON TO J. GEORGE HODGINS.

I am quite well to-day, and, to-night, better than since I left home. . . . The Meeting at Brantford approved of County Superintendents, as qualified, but wished their appointment by County Councils, as did the Convention at Simcoe.

This afternoon at an intelligent and most excellent Meeting, all the Common School Bill, except the latter clause of the 10th Section, was adopted, as also the Grammar School Bill.

I have now got hold of the prevailing tones of thought and objections, and I know how to meet the latter, and conciliate and satisfy the former.

The Grammar School Bill is all but unanimously popular, and all the provisions of the Common School Bill after the 10th Section.

I have received your Letter at this place with Enclosures and the printed Programme and Report of the Educational Committee.

I have no doubt now of the necessity of my Tour.

BRANTFORD, February 4th, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

The Globe has another characteristic attack on the Depository this morning. I can clearly see that they will now try and make out a formidable case, and likely, as a conclusion, move that you do not possess the confidence of the Country, and should be relieved of your office, and that those in intimate relations with you also be sent adrift. . . .

I learned yesterday that *The Globe* sent a Reporter specially to Brantford to report your speech. They are apparently anxious now to get your utterances, when away from Toronto, so as to use them against you if they can do so in any way.

TORONTO, February 5th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

Had an excellent Meeting yesterday. The whole Common School Bill was adopted without amendment. The Grammar School Bill also, with the omission of Villages.

I have written to Mr. Cameron, as you desired, and have requested him to write to you, and afford you every facility to make the Returns asked for by the House of Assembly as perfect as possible.

The Meeting to-day at Barrie was as disagreeable as that at Newmarket yesterday was agreeable. The County Council was in session and had adopted certain Resolutions against most of the provisions of the Common School Bill. The Warden presided to the end, some of the Councillors remained, and all the other provisions of the Bill were approved; two of the Councillors moved and seconded a vote of thanks to me, and the Warden regretted that any had left, as his own mind had been changed in regard to several provisions by the explanations which had been given.

COLLINGWOOD, February 9th, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I enclose you the only two Letters received from the Government dated the 8th of February. They are short, sharp, and decisive.

After reading the enclosed Letters, please let me know what I had better do. Probably you will write yourself.

TORONTO, February 9th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

Everything has been passed according to my recommendation at Owen Sound, Goderich and Stratford. My triumph over all preconcerted opposition was most complete at Owen Sound and Goderich. I scarcely ever witnessed such a scene as at Owen Sound, where four Local Superintendents and the Grammar School Master had plotted a formal defeat of most of the clauses of the Grammar School Bill, and had boasted that I would not know the Bill after the Meeting, and who in moving the first amendment made a most sweeping attack upon myself, on the Committee of the Legislative Assembly, and on the Council of Public Instruction. I replied to them in such a speech, as I have not delivered for years. The Meeting laughed and cheered, and when the vote was taken, the whole Meeting went with me, except the five men referred to, and one witty fellow, who had made fun of them before the Meeting began. . . .

By all means attend to the very letter of the directions from the Provincial Secretary, and the Board of Works. . . .

LONDON, February 14th, 1869.

EGERTON RYERSON.

LETTER FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

It is a well known fact that, if you were in the Cabinet, no other Cabinet Minister would interfere with your appointment. The effort clearly now is to reduce you, (even when restored to the fullness of your position under the old regime), to that of a mere subordinate, without responsibility, or free action. . . . Changes may be advisable from time to time, but to make them in an arbitrary and peremptory way, as in this case, is most unjust to those acting under the old system, against which no fault is found, and so the present action is tyrannical in the extreme. I have been impelled to write my thoughts fully with a view to aid you to look at the whole matter in every light. *The Globe* has to-day a good notice of the Hamilton Convention.

TORONTO, February 18th, 1869.

J. GEORGE HODGINS.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I see two ways to deal with the matter. The first and most natural one would be to "fight it out" even against odds, looking the consequences steadily in the face. The second is one which I have revolved over and over again in my own mind, and it appears to me to be the wiser and more effective course. It would be to accept frankly Mr. Wood's disavowal, as expressed in Mr. Cameron's Letter, and either withdraw, or modify the Letters, provided they will modify the peremptory character of the official Letters from both Mr. Wood and Mr. Cameron. This they should do, as they are impracticable, as at present worded, and will preforce have to be modified in working.

Had the proposed changes been brought about courteously, and not peremptorily, there could have been no objection to them on principle, provided the School Law were modified, and the details adjusted to your satisfaction. . . . It strikes me too, that *The Globe* Depository crusade will be to you higher game, and in it you will have a fine field to meet the crusaders, without being embarrassed with this personal matter with the Government. Besides, the excellencies of our system of management can be brought out in such a discussion, and the present battle might even then be fought under a nobler guise than at present. Or in reply to Mr. Cameron's Letter, or in another reply to Mr. Wood's, (the first being withdrawn), you could re-argue the whole case, showing its illegality in part (*i. e.*, contrary to the Statutes)—that an appeal is lawful and right, and cite our own two precedents, (already given), of Mr. Cayley and Mr. Malcolm Cameron,—you would show the crudeness of the present scheme, and cite our own former practical experience of it. All this could be done most effectively in a style and spirit, to which the most fastidious could not take exception. Besides, if you liked, you could show that the new scheme involved a system of financial centralization and patronage in the hands of the Government, and that payment and audit were in the same hands,—that among the other Educational Establishments, deriving their Endowment from Public Lands and Revenue, ours alone was singled out, and that, after a Parliamentary Committee had expressed its strong commendation of our system of management, and its accuracy of detail. . . .

It seems to me that, laying personal feeling aside, you could, if so disposed, put the matter so strongly that, in case of after publication, it would tell most favourably, compared with what it would do now. Of course, you could intimate that the will of the Executive is law to you, backed up as it is by the command of His Excellency.

I have been so impressed with this matter that I have felt urged thus to write to you, so that you could think the matter well over before your return home.

TORONTO, February 17th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I received yours of the 17th instant at London last night. Any language I can employ would feebly express my own convictions of the high and noble feelings of your heart and head, and I doubt not the perfect sincerity of what you state and profess. I believe you incapable of stating, or suggesting, what you do not think to be correct, and for the best.

In my official Letters, to which you refer, I had no intention to reflect upon the Government, much less upon each individual Member of it. My appeal was to the Government against what I believed to be unjust to myself, and unwise, if not illegal, on the part of the Honourable Treasurer, E. B. Wood. But, as my Letters are regarded as unjust, in reference to the Government, much more to each and all of its Members; and, as they are so regarded, I readily accede to your friendly suggestions and withdraw them.

In the meantime, I beg to say, that the sooner I am now relieved of my present Office, the more it will accord with my own feelings. Not a single request, or recommendation, that I have made in regard to the Education Department since the inauguration of the Ontario Government has been acceded to, except the appointment of a Parliamentary Committee to consider my suggestions on School matters, and to inquire into the state and working of that Department.

In regard to the question of Salaries to certain officers, I was the first to inform Mr. Wood how I had paid them, and to propose paying them in one sum. That was in January, 1868; but he appeared, or affected in the House, to know nothing about it. I understood from the Premier that the Salaries would be fixed according to my Letter to him, which he read to the House, yet nothing of the kind was done. I afterward stated in an Official Letter that I would continue to make the payments until a new Order-in-Council should be issued and urged the Premier from time to time to have the question settled by Order-in-Council. I was at length told by the Premier that the matter of Mr. Hodgins' Salary would be satisfactorily arranged; yet Mr. Wood sought, in the House, to throw the whole responsibility of such payments upon me, by saying that my proceeding was not satisfactory to him. The hope inspired in my mind by the Premier as to any salary being satisfactorily arranged was extinguished by Mr. Wood's declarations and recommendations to the House. And notwithstanding the Premier's declaration to the House that no change should be made in the Department, while I continued in charge of it, I found in less than a week after the close of the Session that everything was to be changed, and the change was even to be made retrospective.

You say that this policy is the act of each one and all the Members of the Government as they have so avowed it; but the only inference I can draw from it is, that whatever friendly feelings may be entertained towards me personally, I do not, in my official relations, enjoy the confidence of the Government.

I am prepared for the results; I have been poor; and poverty has no terrors for me; and I would rather be poor, with the consciousness of self-respect, and of having been a faithful friend and an honest public servant, than of enjoying the advantages of position and emolument, with a sense of distrust and hostility on the part of the Government.

For the time being I will do what I can to secure the co-operation of the Country to render the School Laws as perfect as possible, and to make the Programmes of School Instruction such as the progress and interests of the Country demand, and to see that all branches of the Department are as efficient as ever; but the pleasure and buoyant hopes of former days in my work are past; and I have now little expectation,—as I had fondly anticipated,—of being able in a more retired, but not less cordial relation, to fill up the details and supply deficiencies in the work which has so long occupied my best days, and all my poor abilities.

ST. THOMAS, February 19th, 1869.

EGERTON RYERSON.

LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I do not know which of my Letters related to Mr. Wood's personal conduct towards myself, and which related to his directions as to the Department. I will retain the right of making such remonstrance and appeal, and such suggestions on the grounds you state, as well as on other grounds. I propose to set down what occurs to me, and come home and we will review and consult together on the whole affair. . . .

The Meetings yesterday and the day before adopted all my recommendation, notwithstanding an attempted *Globe* opposition. I had both Meetings altogether with me.

GUELPH, February 24th, 1869.

EGERTON RYERSON.

TELEGRAMS TO THE REVEREND DOCTOR RYERSON, WHITBY.

I have seen J. Sandfield Macdonald and M. C. Cameron. After conversation I see no option but to withdraw your Letters to the Government. Would earnestly urge it.

TORONTO, March 1st, 1869.

J. GEORGE HODGINS.

(Sent a second Telegram this day).

DOCTOR RYERSON TO J. GEORGE HODGINS.

I received your first Telegram in the middle of the Meeting, your second afterwards. I stand upon the ground I have taken and abide by what I have done in the strength and by the grace of God.

WHITBY, March 1st, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I have had quite a day of it in seeing Cameron and Sandfield Macdonald. I have gone over the whole matter with both, and telegraphed you the result, I hope you will not fail to reply in the way I have suggested, for I see no other way out of the difficulty.

I went down this morning about nine to Mr. Cameron's house and saw him. I detailed all I had done, and the object of it, and how it effectually met the case, and I then suggested that, as the matter was thus satisfactorily settled, that if the Letters were modified, in accordance with what we had agreed upon, I would not hesitate to withdraw your Letters. I discussed the whole matter pro and con with him for some time, and he entered into it in a good spirit. He said, however, that Mr. Wood's Letter was simply a Departmental one,—that there was nothing objectionable in it, and that, therefore, he could not see how it could be withdrawn.

He was friendly, and spoke of you in the highest terms. I did all I could with him. He asked me if I knew Sandfield. I said, slightly. After I came to the Office, and thought the matter over, it occurred to me that it would be well to see Sandfield himself, so down I went, and had quite a talk with him.

He was really friendly, and went into the matter pro and con with great freedom. He spoke of you very kindly and well, and even urged the point on both sides. He showed me that there was, however, no way to get out of it, but simply to withdraw the Letters; by doing so, the whole matter would be dropped, and there would be an end to it. With Cameron he could not see how they could withdraw an unobjectionable Department Letter, and intimated that, even if ever so well disposed, they could not compel, or induce, Mr. Wood to do it. He also said that your persisting in what was not wise, nor expedient in itself, you gave them immensely the advantage, and Messieurs Blake and Brown a great handle against you. It was one of those official Departmental questions that those opposing them placed themselves in a false position.

He further said that had you done, as he supposed you would have done, (enclosed the Letters to him), he could have read them over, and told you exactly how they would be received; but you preferred to send them to the Secretary, and thus place them on file at once, so that they became public property. He reiterated his strong personal regard for you, and said that he still maintained all that was said in the Official Letter, declining your Resignation, and that he had dictated, or suggested, the private Notes to you before taking any steps. He said he also went over the papers which had reported Mr. Wood's speech in the House, and could not find anything so strong as you attributed to him, and that Mr. Wood disclaimed any unkind feeling, etcetera. In fact, I can scarcely recall all that passed between us, but I was impressed with two things,—First, his kindness of feeling toward yourself, and second, the disadvantage we are placed in, under all the circumstances, in pressing the thing any further. I, therefore, feel no hesitation in urging you, under the circumstances, to withdraw the Letters and let the thing drop. When I see you, I can tell you other matters about which we conversed; but I saw the hopelessness and inexpediency of taking ground against Sandfield, without gaining any particular object, as things stand now.

He says, he feels you took them very short. After having so kind and complimentary a letter written to you, about your resignation, you turned around and gave them a stab, and lectured him in such a way, over Wood's shoulders, that they cannot deal with it except in one way.

I think the great mistake was, (as he said), in not sending the Letters to Sandfield himself first, and going over the matter with him. What you then objected to might have been set right, as he felt disposed to do so, when he talked to you about it, but as the case is now, he has to do with the simple question whether he will sustain you, or his Colleagues.

My own convictions are, that you would do wisely to let this matter pass over, and an opportunity may arise hereafter to state your views most effectively, and with less offence.

I hope you will telegraph without delay, as the matter will be finally disposed of to-morrow forenoon. I hope and trust you will be guided aright, and, in this way, act upon my suggestions. It is, I am convinced, for the best.

TORONTO, March 1st, 1869.

J. GEORGE HODGINS.

TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Will not depart from what I have stated. My trust is in God.

WHITBY, March 2nd, 1869.

EGERTON RYERSON.

TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

Received your letter and Whitby Telegram. I have written you at Port Hope. Read my Letter and then most carefully weigh my reasons. Reply without fail, as Executive Council meets to-day.

TORONTO, March 2nd, 1869.

J. GEORGE HODGINS.

TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Just received your Letter, have telegraphed Sandfield to withdraw my Letters [in regard to Mr. E. B. Wood] until my return to Toronto, when I will discuss the whole matter with him.

PORT HOPE, 2nd March, 1869.

EGERTON RYERSON.

THE PROVINCIAL SECRETARY TO J. GEORGE HODGINS.

Herewith I beg to hand you Doctor Ryerson's Letter of the 1st February, 1869. The others [in regard to Mr. E. B. Wood] I handed to the Attorney General to-day, on the authority of Doctor Ryerson's Telegram. Of course, on application to him, they will be given to you.

TORONTO, March 2nd, 1869.

M. C. CAMERON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

The anxiety I have undergone for the last few days has been very great. After talking with Sandfield Macdonald I saw it would not be worth while entering into a long and bitter conflict of doubtful issue. Fighting outside of the Department would be a new phase in the contest, which I could not bear to contemplate. Besides, the future of our Department, and work, with you separated from it during your lifetime, would be most disastrous to it, I think. I have little heart in the work now, even with you in it, but it would be quite gone if you were separated from us.

I feel convinced that the affair has been overruled for good, and I have no doubt you can, by talking with Sandfield, come to a good understanding for the future.

From the enclosed you will see that Mr. Wood, (although he approves of the arrangement made), declines to sign it. His approval too is contained in a separate note. Fortunately I had enclosed him a copy of the arrangement agreed to yesterday, in an Official Letter, which cannot now be ignored.

Your Telegram from Port Hope was a great relief. I sent down to Mr. Cameron to get your Letters, but the Attorney General had just got them from Mr. Cameron.

TORONTO, March 3rd, 1869.

J. GEORGE HODGINS.

J. GEORGE HODGINS TO DOCTOR RYERSON.

Mr. Hunter, the Printer, was here to-day to say that there was some hitch about printing the Returns, so I went down to see Sandfield about it. He was friendly and seemed to be quite relieved by your telegram. I told him a few things which seemed to be news to him. . . . I told him that the Return to the Legislature should, in justice to us, be printed in full. This he thought but reasonable. All was taken in good part, and so I left him.

TORONTO, March 4th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I have received all your Letters, with Enclosures. I think you have acted a friendly, nay, a judicious and able part in the matters to which you have referred.

I think, as the matter now stands, we are in an advantageous position. The feelings expressed on the part of both Messieurs Cameron and Sandfield Macdonald, as detailed in your Letter, especially on the part of Sandfield,—render it not only practicable but even a duty for me to withdraw my Letters, until I could return to Toronto and discuss the whole matter with him.

This is a very different thing from the absolute and peremptory withdrawing of them, as demanded by Mr. Cameron. It leaves me free to act according to circumstances,—relieves the Government from embarrassment,—prevents possibly disastrous consequences to the Education Department and School System, and opens the way to bring about a better state of things. I have many plain and important things to say to the Attorney General, when I see him. I like very much his apparent tone of feeling, as stated in your Letter. I do not think it is expedient, or wise, to ask them to do more

than they have done, in regard to Mr. Wood's Departmental arrangements. I am glad you have given the Attorney General the information, which you have, in regard to the Returns. . . .

The Meetings have been largely attended and most satisfactory, except at Whitby and Peterborough. But, with these exceptions, all has gone as I desired. The Meeting at Cobourg was large, intelligent and harmonious, the discussions were, upon the whole, the most candid, intellectual, and enlightened of those of any Meeting I have attended. Both Bills, as proposed, were adopted without any amendment. . . .

BELLEVILLE, March 5th, 1869.

EGERTON RYERSON.

DOCTOR RYERSON TO J. GEORGE HODGINS.

At the Convention at Picton there was very large meeting and the discussion was good. Mr. Greely supported all the clauses of the Common School Bill, until we came to the 10th and 11th, both of which he opposed in a very courteous style and spirit, and carried the Meeting with him. The other clauses were all approved.

The Convention at Napanee was large, but the discussion was violent. The Township Superintendents had held Meetings against the Bill and discussed it with their supporters. They fought for the office of Township Superintendents, as for life. The majority of hands were clearly in favour of County Superintendents, but the Chairman decided that he thought the majority rather in favour of Township Superintendents; but the Meeting adopted all the other clauses of the Bill to the 10th, which was voted against, and I think the 18th.

The Meeting at Kingston to-day was large from the Country. A local Superintendent (Mr. Chambers), seconded by another Township Superintendent, fought for the office of Township Superintendent, but the majority of the Meeting was against them, and voted for the Common School Bill throughout. It was a beneficial victory.

KINGSTON, March 9th, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I feel more and more the necessity for you to write an Official Letter, after you have had a good talk with Sandfield, asking to have your Departmental relations clearly defined. They have been all changed without consultation, or friendly arrangement, and even in a hostile spirit. Since Confederation, Sandfield himself is, I think, really friendly, and will meet you in the right spirit, so that I trust it will all yet be what we desire. Every day I feel so relieved that the matter has blown over. Still it is known outside that there has been some kind of a breeze, so that a Letter on the subject at a proper time, and without feeling, will be necessary to meet the expectations of the public in regard to some "correspondence" which it is known to have passed on the subject.

Things go on smoothly in the Office, and I keep everything moving with its accustomed regularity.

TORONTO, March 11th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

The Convention here, at Brockville, was a very good one, but there was a majority against the 10th, 11th, 18th and 26th Clauses of the Common School Bill. The Grammar School Bill is very much approved.

The first nine clauses of the Common School Bill were adopted with very little opposition. The Editor of the *Brockville Recorder* was the Secretary of the Meeting, and was with me throughout. . . . You will see by the Returns that they pay their

Teachers little more than half of what is paid to Teachers by the people west of Toronto, —they do not seem to be less intelligent people, but they are narrow and contracted in their views on all public matters. One may as well reason against a stone wall as to reason against their pockets, or persuade them that they ought to give a cent more to their Teachers than they have been accustomed to give.

BROCKVILLE, March 13th, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I shall be rejoiced to have you home again, for I am so often perplexed about the Wood episode, and other things. On Saturday he wrote to us three Letters, all of them in an unpleasant strain. He has the power, and he is determined to make us feel it.

TORONTO, March 15th, 1869.

J. GEORGE HODGINS.

DOCTOR RYERSON TO J. GEORGE HODGINS.

I think there is a good deal of force in Mr. James Campbell's Text Book Letter, and I endorse it almost entirely, but I am afraid we will find great difficulty in attempting to deal with Authorship and Editorship.

I know that this is a favourite idea with Doctor McCaul, and I doubt not he anticipates a large interest in it in the future. However, I am disposed to go in that direction as far as I can.

I see already the object of Wood's Letters about the Accounts, and I think your answers are most conclusive and irresistible. . . .

The School Meeting here,—at Cornwall,—to-day adopted all the clauses of both Bills.

CORNWALL, March 16th, 1869.

EGERTON RYERSON.

J. GEORGE HODGINS TO DOCTOR RYERSON.

I have to-day rented my House, with the view to moving into a less expensive one, for the loss to me of \$500 a year Salary, as the result of Mr. Blake's action in the Legislature, is too serious a matter to face the future with, on the same scale as before, but dire "necessity knows no law."

I sent you *The Globe* of yesterday, with a characteristic attack on you, in regard to the admission of Girls into the Grammar Schools. Your Memorandum in regard to the Conventions was also inserted.

TORONTO, April 2nd, 1869.

J. GEORGE HODGINS.

THE WHITWORTH ENGLISH SCHOLARSHIPS IN MECHANICAL SCIENCE OPEN TO CANADIAN COMPETITION.

The Colonial Secretary has written to Lord Monck, the Governor-General, to say that the Whitworth Scholarships in Mechanical Science are now open to the Competition of Canadians. The Despatch to the Governor-General is as follows:—

At the request of the Privy Council Committee on Education, I have the honour to inform you of the endowment by Mr. Whitworth of certain Scholarships for Mechanical Science. As will be seen from Mr. Whitworth's Memorandum, he proposes that "Thirty Scholarships of £100 each should be open to all of Her Majesty's Subjects, whether of the United Kingdom, India, or the Colonies, who do not exceed the age of twenty-six years, and to be held either for two, or three, years, as experience may prove to be desirable.

LONDON, 30th May, 1868.

BUCKINGHAM AND CHANDOS.

MEMORANDUM ON THE ENGLISH SCHOLARSHIPS FOR MECHANICAL SCIENCE.

I. Having offered to the Lords of the Committee of Council on Education to "found thirty Scholarships of the annual value of One hundred pounds each, to be applied for the further instruction of young men, natives of the United Kingdom [resident in any part of the Empire], selected by open competition for their intelligence and proficiency in the theory and practice of Mechanics and its cognate Sciences, with a view to the promotion of Engineering and Mechanical Industry in this Country," I propose that the following should be the general arrangements in the first instance, which may be modified after the first competition has taken place in May, 1869.

II. That the thirty Scholarships of £100 each should be open to all of Her Majesty's Subjects, whether of the United Kingdom, India, or the Colonies, who do not exceed the age of twenty-six years, and be held either for two or three years, as experience may prove to be desirable; that ten Scholarships should be competed for and awarded in May, 1869, at the Annual Examinations in Science, provided that a sufficient number of Candidates prove themselves to be competent; that the successful Candidates should be required to spend the period of holding the Scholarships in the further satisfactory prosecution of the studies and practice of Mechanical Engineering, and pursue their studies according to the spirit of the Endowment, making periodical Reports of them; that the Student should state where he proposes to pursue his studies, the Lord President of the Council deciding if the proposal can be allowed, also if the Student's progress be satisfactory, and the manner in which it shall be tested from year to year. In deciding, if the plan of study proposed by the Student be satisfactory, as much latitude as possible may be allowed. If the Student wishes to complete his general education, instead of continuing his special scientific study, he may be permitted to do so. He may go to the Universities, or Colleges, affording Scientific, or Technical, instruction, or he may travel abroad. The successful Artisan should be encouraged to study Theory, and the successful Competitor in Theory aided in getting admission to Machine Shops and other practical establishments. All further details would be hereafter prepared and issued by the Science and Art Department.

III. The Candidates must be of sound bodily constitution.

IV. The first competition should be in the following theoretical subjects:

1. Mathematics (Elementary and higher).
2. Mathematics (Theoretical and applied).
3. Practical Plane and Descriptive Geometry, and Mechanical and Freehand Drawing.

And in the following handicrafts:

- | | |
|------------------|---------------------------------|
| 1. Smith's-work. | 3. Filing and Fitting. |
| 2. Turning. | 4. Pattern Making and Moulding. |

V. No Candidate should obtain a Scholarship who has not shown a satisfactory knowledge of all the following theoretical subjects:

1. Elementary Mathematics.
2. Elementary Mechanics.
3. Practical Plane and Descriptive Geometry and Freehand Drawing, with the power to use one or more of the following classes of tools: (a) The Axe. (b) The Saw and Plane. (c) The Hammer and Chisel. (d) The File. (e) The Forge.

I propose that the maximum number of marks obtainable in the theoretical subjects and those obtainable by the most skilled Workman should be about equal.

VI. My object in devising the foregoing scheme has been, while requiring a practical acquaintance with a few simple Tools as a *sine qua non*, to render the competition accessible on fairly equal terms to the Student who combines some practice with his theory, and to the Artisan who combines some theoretical knowledge with perfection and workmanship.

VII. As the Scholarships Scheme can only come into full operation by degrees, I propose from the Fund ultimately available for the scheme at once to create sixty Exhibitions, or Premiums, of the value of £25 each, tenable until April, 1869, and to place them at the absolute disposal of the governing Bodies of the following Educational Institutions and Towns, in order that they may award them to youths under twenty-two years of age, who may thus be aided to qualify themselves, and to compete for the Scholarships of £100 in May, 1869.

NOTE.—Mr. Whitworth thus professes to devote a portion of his Scholarship Scheme to certain Towns and Educational Institutions in England.

IX. I would point out that the Exhibitions to Artisans may perhaps be increased to £50 for the year, by connecting them with the Science and Art Department, under the Minute of the 21st December, 1867.

MANCHESTER, 4th May, 1868.

JOSEPH WHITWORTH.

REPLY TO INQUIRIES OF THE ROYAL COMMISSION ON THE SCHOOLS OF IRELAND IN REGARD TO THE UPPER CANADA SCHOOL SYSTEM, 1868.

LETTER FROM THE SECRETARY OF STATE TO THE PROVINCIAL SECRETARY, TORONTO.

I have the honour, by command of His Excellency the Governor-General, to inform you that His Excellency has just received from the Secretary of State for the Colonies copies of two Letters from the Secretaries of the Royal Commission of Enquiry into the state of Primary Education in Ireland, applying for copies of the Regulations under which assistance is afforded to Schools for Primary Education in the North American and Australian Colonies, and also of the Regulation under which Schools for Agricultural Education are conducted with the assistance of the Colonial Government, together with copies of the latest Reports on their recent progress and present condition.

I now enclose copies of the two Letters above referred to, and am directed to request that you will be good enough to move His Excellency the Lieutenant-Governor of the Province of Ontario to cause to be communicated to me copies of the Regulations and Reports referred to, so far as they apply to the Province of Ontario, including the heads specified in the enclosure of the Letters from the Secretaries to the Royal Irish Commission, dated 13th March, 1868, in order that the same may be transmitted to the Colonial Secretary in compliance with his request.

OTTAWA, 1st May, 1868.

HECTOR L. LANGEVIN, *Secretary of State.*

LETTER FROM THE SECRETARY OF THE ROYAL COMMISSION TO THE COLONIAL
SECRETARY.

We have been directed by the Royal Commissioners of Enquiry into the state of Primary Education in Ireland to forward to your Grace the enclosed Extract from their proceedings, and to request that your Grace will be pleased to give the necessary instruction to procure the information therein referred to, and to have it transmitted to us, for the information of the Commissioners.

GEORGE A. C. MAY,

D. B. DUNNE,

DUBLIN, March 13th, 1868.

Joint Secretaries.

ENCLOSURE.—That application be made to obtain, for the use of this Commission, copies of the Official Regulations, under which assistance is afforded by the State, or by Municipal, or Communal, Authorities to Schools for Primary Education, under the control, or management, of Religious Authorities, Orders, or Congregations, Male or Female, of the several Religious Denominations in Canada and the other North American Colonies and in Australia. Such Regulations to refer to, and include especially, the following heads:—

1. Financial aid in Salaries of Masters, Mistresses, or Assistants; supply of School requisites, Grants for Building, or Repair of School Houses.
2. Appointments, Dismissals of Masters and Mistresses or Assistants. Qualifications required from Masters, Mistresses, or Assistants.
3. Power of Inspection; appointment and removal of Inspectors; qualifications of Inspectors.
4. Training of Masters and Mistresses and Assistants, Constitution and Government of Normal Schools for Primary Education.
5. The latest Reports officially published of the Statistics of Primary Education, as to Numbers, Classification and Expenditure.

NOTE.—This Letter having been sent to the Chief Superintendent of Education by Mr. T. C. Patteson, Assistant Provincial Secretary, I replied to it, in the absence of the Chief Superintendent, as follows:—

REPLY TO THE FOREGOING LETTER TO THE SECRETARY OF THE PROVINCE.

I have the honour to acknowledge the receipt of your Letter of the 4th instant, enclosing that of the Secretary of State, and to state in reply to the inquiries contained in the Letter.

The information desired by the Royal Commissioners in Ireland is apparently limited:—

1. To Schools “under the control or management of Religious Authorities, Orders, or Congregations, Male or Female, of the several Religious Denominations,” and,
2. To the ordinary Schools of the Province.
3. To “Schools for Agricultural Education.”

Respecting the latter class of Schools, I have to report that no such Schools [as yet, although projected] exist in connection with this Department, nor have any been established under the Public School System of this Province.

With regard to Schools under the management of Religious Authorities for Primary Education, aided by the State, or by Municipal or Communal Authorities, the Law of this Province provides for two classes of such Schools:—(1) The Roman Catholic Separate Schools, and (2) the Protestant Separate Schools. The General Common School System of the Country being non-denominational, provision is made, under special circumstances, for the establishment of Separate Common Schools for Roman Catholics, where desired by that portion of the community; and the Law and Regulations respecting these Schools are contained in a School Law Manual herewith transmitted. The number of Pupils at the Roman Catholic Separate Schools in 1867 was 18,924, the number of the Schools being 164. The total number of Roman Catholics in the Province at the Census of 1861 was 258,141; and it may be assumed that about 58,000 of these were of School age (from 5 to 16), and the population, since the Census was taken, has largely increased. The majority, therefore, of the Roman Catholic children at present attend the Common, or non-denominational, Schools.

The Separate Schools for Protestants are only 5, or 6, in number in the whole Province; and the Law authorizing them may be found in the School Manual.

A perusal of the Manual, and of the accompanying Annual Reports, will give the Commission full answers on the several points of inquiry. The general features of the Common School System, on which information is sought, are as follows:—

1. Financial aid for Common School Masters' Salaries is granted by the Legislature, on condition of at least an equal amount being raised by rate for the same purpose by the local Municipality. School Apparatus is supplied, together with Prizes and Library Books from the Central Depot, or Depository, under the management of the Department, and one hundred per cent. from a special fund is allowed on local remittances, which is equivalent to supplying them at half price. Application for them is made by the local School Authorities, according to the forms of application sent herewith. (See also page 147 of the School Manual.) There are no Grants made by the Government for the Building, or repairs, of School Houses, or by the Legislature; the whole of such expenses are borne by the local School Authorities.

2. All appointments of Masters and Mistresses are made by the local School Trustees of each School; but the Teachers must be certificated from the central Normal School, or by the Examiners appointed for each County. (See pages 92-95 of Manual.)

3. Inspectors, or Local Superintendents, are appointed by the County Municipal Councils. The present Law does not specifically provide for their qualifications, but an amendment in this respect is in contemplation. Their powers are specified in the Manual. The Chief Superintendent can appoint a special Inspector on any emergency.

4. A Normal School is established in Toronto, under the control of the Chief Superintendent and the Council of Public Instruction, the terms of admission to which will be found in the Manual.

5. The Official Regulations providing facilities for affording Religious Instruction in the Grammar and Common Schools of this Province have given general satisfaction; they will be found in the Manual.

6. Reports for the years 1865 and 1866—the last published—together with a copy of our Grammar and Common School Law and Regulations, are also sent herewith.

TORONTO, May 6th, 1868.

J. GEORGE HODGINS, *Deputy Superintendent.*

The following information bearing upon the subject of the inquiry is appended:—

PARLIAMENTARY EXPENDITURE IN QUEBEC AND ONTARIO FOR EDUCATION.

	Province of Quebec	Province of Ontario.
Common and Separate Schools	\$174,000	\$170,000
Normal Schools	62,590	17,000
Schools in New Townships	4,000	2,000
Grammar Schools .....	.....	55,000
Colleges and Universities	68,000*	31,000†
Medical Schools	1,500	2,250
Agricultural Normal School Education	12,000‡	.....
Agricultural Schools	2,400	.....
Common School Inspectors	29,700¶	.....
Grammar School Inspectors .....	.....	2,000
Superannuated Teachers	2,600	4,200
Journal of Education, (in English)	1,800	1,800
Journal of Education (in French)	1,800	.....
Books for Prizes in Public Schools	3,000	.....
Library Books, Maps, Apparatus, and Prize Books, for Public Schools .....	.....	32,000
Departmental Library	1,200	.....
Departmental Library Museum .....	.....	2,800

* Including expenditure to the minor colleges equivalent in many cases to the Grammar Schools of Ontario.

† Not including the expenditure of the Senate of the University of Toronto of the University Endowment.

‡ The grant to Agricultural Societies, in the Province of Quebec, is \$80,058; in Ontario, \$64,450.

¶ In Ontario this charge is borne by the various County Councils.

SUNDAY SCHOOLS IN ONTARIO AND QUEBEC, 1867, 1868.

	Schools.	Teachers.	Scholars.
Wesleyan Methodists	810	7,336	51,221
Church of England	430	3,650	32,500
Canada (Free) Presbyterian	325	2,600	24,830
Episcopal Methodist	250	2,079	11,390
Regular Baptists	200	1,500	10,000
New Connexion Methodist	143	990	6,806
Primitive Methodist	122	1,043	7,009
Bible Christian	101	836	5,032
Presbyterian (Church of Scotland)	98	981	8,398
Free Presbyterian	117	960	6,510
Congregational	72	550	4,200
Lutheran	41	221	2,056
Union Schools (estimated)	500	4,000	25,000

DEFERRED SCHOOL LEGISLATION OF 1869.

During the Second Session of the Legislature of Ontario, which was held during the Months of November, 1868-January, 1869, the Chief Superintendent of Education submitted two Drafts of School Bills to the Government,—one relating to the Grammar, and the other to the Common Schools, which the Honourable M. C. Cameron, Provincial Secretary, laid before the House of Assembly. After their first reading they were both referred to a Select Committee of the House, where they were fully discussed by the Members, and several changes made in them.

With a view to aid in the more clearly understanding of the scope and object of the Bill relating to Common Schools, the Chief Superintendent accompanied his Letter to the Provincial Secretary with a Memorandum on the subject. This Memorandum was laid before the House of Assembly in the form of a Return, which had been moved for by a Member. It is as follows:—

MEMORANDUM ON THE COMMON SCHOOL BILL OF 1868 BY THE CHIEF SUPERINTENDENT.

The whole of the Bill having been considered and recommended by a large Select Committee of the Legislative Assembly, I need only remark upon those Sections in regard to which I recommend some modification, in order to meet what I found to be the strong wishes of large portions of the community, on submitting the provisions of the Bill to popular consideration, at forty County School Conventions, held since the close of the last Session of the Legislature.

QUALIFICATIONS AND JURISDICTION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

With the slight exceptions, there was almost entire unanimity of opinion and wish, that the Local Superintendents, or Inspectors, of Schools should be persons of ascertained and certified qualifications, as provided by the Bill. A general wish was expressed that they should have practical experience in teaching; but doubts were expressed by a majority of three, or four, Conventions, as to so large a number as 100 Schools being placed under the charge of one Superintendent. It was objected, and I felt the force of the objection more and more, as I advanced on my Tour, that one person in charge of 100 Schools would be likely to perform his duties, at best, in a very perfunctory manner, and would omit many of them, or discharge them imperfectly. I, therefore,

propose to modify the clauses of the Bill so as to leave the County Council the discretion of appointing a Superintendent for every fifty Schools. This will do away with the admitted evils of Township Superintendents, and it will tend to excite emulation amongst County Superintendents, secure a more effective inspection and oversight of the Schools, as none but certified persons can be appointed to the Office, and will, I think, be more acceptable to County Councils.

APPOINTMENTS AND SALARIES OF COUNTY SUPERINTENDENTS.

A majority of four-fifths of the County School Conventions voted for the provisions of the Bill, as recommended by the Committee in regard to the appointment, responsibility, and payment of County Superintendents, but six or seven County Conventions, and very large minorities in the other Conventions, strongly opposed any other element in the appointment of County Superintendents, than the authority of County Councils. After listening to all the arguments on the subject, I could not but feel that much more would be lost than gained by depriving County Councils of any part of the authority, which they have exercised from the beginning in regard to this office. For, although the only power proposed to be given by Bill to the Lieutenant-Governor-in-Council, was to confirm the nominations of the County Councils, and remove from office when deemed expedient, yet it was insisted that the change would make the County Superintendent a partizan of the political party in power. Under all the circumstances, and after the fullest consideration, I submit,—

1st. That the appointment of County Superintendents, from the list of legally qualified persons, be solely with the County Councils.

2ndly. That the County Superintendents hold office during efficiency and good behaviour.

3rdly. That they be removable from office for cause, by either the Lieutenant-Governor-in-Council, or the County Council.

I make this last recommendation upon the ground, that the daily deportment of a County Superintendent, the manner in which he discharges his duties of inspection, etcetera, can only be judged of by men in the County, while the manner in which he apportions and pays School moneys, and attends to the official instructions authorized by Law, can only be judged of by a responsible Officer of the Government of the Country.

In regard to the Salaries of County Superintendents, with a few individual exceptions, it was universally admitted that their remuneration should be better than it is. Not a single Convention was favourable to limiting the amount to be paid by Government at \$300 per annum to each County Superintendent, and then leaving a sliding scale at the discretion of each County Council. A great majority of the Conventions assented to the method of payment recommended by the Select Committee, namely: for the Government and the County Councils to provide equally for the Salaries of County Superintendents, . . .

I propose, what I think will most nearly meet the views of all parties, and at the same time promote the efficiency of the Office. The Law at present provides that a County Council shall pay annually a Local Superintendent not less than four dollars per School under his oversight, which allowance may be increased at the discretion of the County Council. . . . I propose that each County Council shall allow five dollars per School for superintendence and travelling expenses. Then that the Government should allow five dollars per school for superintendence. That would make a Salary of \$500 for superintending fifty Schools, and of \$750 for superintending seventy-five Schools.

In this way the remuneration will, as far as possible, be proportioned to the work done, and be provided in a manner the least felt by the County, and will be such as to secure competent and practical men in an office which the experience of all educating Countries has shown to be the life and soul of a Public School System, and for want of which, in its efficiency, our Schools in many parts of the Country have languished, or

remained stationary. . . . What I propose is that which I think necessary to render thoroughly efficient the most important branch of the whole School System. I leave the expense of inspecting and supervising the Schools in Cities, Towns and Incorporated Villages wholly, as now, to the Local Boards.

THE POWER OF COUNTY SUPERINTENDENTS TO JUDGE OF SCHOOL HOUSE ACCOMMODATIONS.

The 8th Section relating to the power of County Superintendents to judge of School accommodations, was, when I proposed its modification, by having certain Regulations defining what the School Accommodations should be, according to which the County Superintendent should judge and decide, and that there should, in every case, be an appeal from his decision, the clause was concurred in by every County Convention, with one exception.

County Boards of Examiners were universally approved of, with the slight modification contained in a proviso, which I propose to add.

MINIMUM SALARIES OF TEACHERS.

The 10th clause, fixing the minimum Salaries of Teachers, and providing against their dismissal after six months' employment, without the consent of the County Superintendent, was almost unanimously rejected by the first three County Conventions that I attended; and I clearly saw that it would be rejected by every Convention in the Province. This provision was regarded as an infringement upon the hitherto acknowledged rights of Trustees and Parents. I therefore withdrew it, when the former part of the Section, relating to the minimum Salaries of Teachers, was concurred in by a majority of three-fourths of the County Conventions. I found that the average Salaries of both male and female Teachers in more than one-half the Counties,—in all the Counties in the eastern part of the Province,—were less than the minimum Salaries proposed. Under the circumstances, I recommend a modification of the Section making the minimum Salaries of Teachers apply to First Class male and female Teachers, and fixing smaller sums for Second and Third Class Teachers. The minimum of remuneration to Teachers may seem small, but I believe it will immensely improve their circumstances, go far to prevent the injurious changes of Teachers, and prompt Teachers to aspire to the higher grades of Certificates. I propose that in the Regulations, the First Class Certificates shall be Provincial Certificates, and that the Second and Third Class Certificates shall be those issued by County Boards of Examiners. This will virtually abolish the present Third Class Certificates issued by County Boards, will put an end to this inferior and wretched class of Teachers, and secure Teachers of a higher order or qualifications.

On the other Section of the Bill, with slight verbal additions, which I have inserted, were universally approved.

ON THE SETTLEMENT OF DISPUTES BETWEEN TRUSTEES AND TEACHERS.

But there is one important additional Section which I submit, making the County Division Court, instead of Arbitration, the tribunal for the settlement of disputes between Trustees and Teachers. The Division Courts were not established, or were quite new in 1850, and the idea of Courts of Arbitration was then popular. The late Honourable R. Baldwin favoured this idea, and he and I prepared the Sections for erecting what the late Judge Burns called "a domestic tribunal," for settling disputes between Trustees and Teachers; but it has not worked satisfactorily, and has frequently caused much litigation and heavy losses to parties concerned. Both the Chief Justices, Richards and Hagarty, have assured me that this is an expensive and often disastrous provision of the Law, and have strongly urged, upon the grounds of economy as well as

of convenience and promptitude, the substitution of Division Courts instead of Arbitration, for the settlement of such disputes.

METHOD OF AIDING SCHOOL SECTIONS IN NEW AND POOR SETTLEMENTS.

I also propose a Section for the more uniform and efficient method of granting special aid to the Schools in new and poor Settlements. At the present time there is what is called a "Poor School Grant," which I distribute at discretion, upon applications and representations from Local Superintendents and Trustees of School Sections in new and poor Settlements. I exercise the best judgment I can form on each case presented, but it is purely arbitrary, and I, therefore, propose to aid those Schools upon a defined principle and uniform system. I have sent a Circular to the proper Officers to ascertain the percentage of School rates on assessed property for paying Salaries of Teachers. The average Rates thus ascertained, I propose to apply to Schools in new and poor Settlements; and on their furnishing evidence of having levied and collected their Rate, I propose to make up the balance required to pay the fixed minimum Salary of the Teacher out of the special Grant for that purpose. This will contribute, I have been assured, by many experienced persons, to the interest and extension of new Settlements; will place them upon a footing with older Settlements, in School advantages; will aid them according to their need, and relieve the fund as such Settlements advance in means and population; and will not, I think, very much exceed what has been granted for that purpose, especially in connection with the provision of the ' to prevent the formation of too small School Sections.

I believe that the proposed School Bill, thus modified, will not only be acceptable to the Country, but make an epoch in the improvement and extension of popular education, such as has not occurred since 1850.

EDUCATION OFFICE, TORONTO, 12th October, 1869.

EGERTON RYERSON.

In addition to this Memorandum, I insert herewith a copy of the same Common School Bill, as altered at the recent County School Conventions. The additions made to the Bill at the Conventions are in *Italics*.

AN ACT TO AMEND THE COMMON SCHOOL ACTS OF (UPPER CANADA) ONTARIO.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. The Office of Local Superintendent of Schools in Townships, Cities, Towns and Villages, is hereby abolished.

2. In each County, or Union of Counties, there shall be one Superintendent of Schools, to be called the County Superintendent, except where there are more than one hundred Common Schools in a County, or Union of Counties, in which case, it shall be lawful to appoint a second County Superintendent.

3. Each City shall be a County, for the purpose of this Act, and the Superintendent shall be called the City Superintendent, and shall possess all the powers of a County Superintendent, except such as relate to investigating and deciding on School Trustee Election complaints, which now by law devolve on the County Judge.

4. The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification shall be eligible to be appointed a Superintendent.

5. Each County Council, and each Board of Public School Trustees in a City, or Town, shall nominate from among those holding the necessary Certificates of Qualification, one Person to be Superintendent of Common Schools in such City, or County, or Town, and in Counties where there are, or shall be, more than two hundred Common Schools, the County Council may nominate two Persons holding such Certificates to be Superintendents, and prescribe the territorial limits of each; and the Lieutenant-Governor-in-Council shall appoint the Person, or Persons, so nominated, to hold office during pleasure. *Provided, nevertheless, that any County, City, or Town, Superintendent shall be subject to dismissal for misconduct, or inefficiency, on the complaint of the Council, or Board, nominating him.*

6. Each Superintendent so appointed shall have the oversight of all Common Schools in the Towns, Villages and Townships within the County, or union of Counties, or part of the County, or union of Counties, for which he shall be appointed, and shall have all the powers in each Municipality within his jurisdiction, and be subject to all the obligations now conferred, or imposed by Law, upon "Local Superintendents," and which are conferred, or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Minister of Public Instruction.

7. The Salary of a County Superintendent shall not be less than at the rate of Six hundred dollars per annum, and not more than at the rate of Twelve hundred dollars per annum, and shall be paid quarterly, *provided always, that the variation of a County Superintendent's Salary between Six hundred and Twelve hundred dollars per annum shall be determined by the Lieutenant-Governor, according to the work to be done.*

8. The County Superintendent shall have authority to decide upon the adequacy and suitableness of School Accommodations; *in conformity with Regulations which shall be prepared according to Law*, and should any School Corporation not provide satisfactory Accommodation within twelve months after they have been notified, by the County, or City, Superintendent, of the inadequacy, or unsuitableness of the School Accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant; *Provided always, that in every such case there shall be the right of appeal from the decision of the Superintendent to the Minister of Public Instruction.*

9. Each County and City Council shall appoint a County, or City, Board of Examiners, for the Examination and licensing of Teachers, consisting of the County Superintendent, or Superintendents, and two other competent Persons whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

10. The minimum Salary of any legally qualified male Teacher shall be at the rate of Three hundred dollars per annum, and the minimum Salary of any legally qualified female Teacher shall be at the rate of Two hundred dollars per annum.

11. The Municipal Council of any Township shall have authority to establish a Township Board of Common School Trustees, as now provided by Law, at the request of the majority of the School Sections of such Township, expressed at the Annual School Meeting, or a Special School Meeting, of such Sections.

12. No By-law or Resolution of a Township Council to alter the boundaries of a School Section shall take effect before the expiration of one year from the 25th of December next, after the passing of such By-law, or Resolution, unless at the request of the majority of the Rate-payers of such Section; and, in the event of a change in the limits of a School Section, any Rate-payer in the Section affected, shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether, or not, such change shall be made, *so far as it relates to such complaining parties.*

13. On the formation, or alteration, of a union School Section, or Division, under the authority of the Fifth Section of the School Law Amendment Act of 1860, it shall be the duty of the County Superintendent concerned, forthwith, to transmit a Copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by such Resolution.

14. Should such Clerk neglect, or refuse, to prepare and furnish the Map of the School Divisions of his Municipality, as required by the Consolidated School Act, he shall render himself liable to a penalty, not exceeding Ten dollars, to be recovered before a Magistrate for the School purposes of his Municipality, at the instance of any Rate-payer thereof.

15. All the Common Schools shall be Free Schools; and the Trustees of School Sections, or Township Councils, and the Municipal Councils of Cities, Towns and Villages, shall, in the manner now provided by Law, levy and collect a Rate upon all the taxable property of the School Division, or Municipality, to defray the expenses of such Schools, as determined by the Trustees thereof.

16. Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some School for six months in each year; and any Parent, or Guardian, who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public, or Private, School, for the attendance of any child, shall be with the Parent, or Guardian, of such child.

17. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, or Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by any Person against any Parent, or Guardian, for the violation of the foregoing Sixteenth Section of this Act and to impose a fine, not exceeding dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the One hundred and fortieth Section of the Consolidated School Act; Provided always, that it shall be the duty of such Magistrate to ascertain as far as may be the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any School, or the child is being otherwise educated, and in either of the latter cases the Magistrates shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

18. The Trustees of any School Section, or Municipality, shall have the same authority to provide a Residence for a School Teacher, that they now have by Law to provide School Accommodations.

19. The Report of the School Trustees required by Law to be laid before the Annual School Meeting shall include a summary of their proceedings and state of the School during the year, together with a detailed statement of Receipts and Expenditure, signed by either, or both, of the School Auditors of the Section; and in case of difference of opinion between the Auditors on any matter in the accounts, it shall be referred and decided by the County Superintendent.

20. Should the Secretary of a Trustee Corporation neglect, or refuse, at any time to give notice of a School Trustee Meeting, it shall be lawful for any Trustee to do so, by giving notice of such Meeting to his Colleagues.

21. All moneys collected in any School Section by the Trustee Corporation shall be paid into the hands of the Secretary-Treasurer thereof; and should the Trustee refuse, or neglect, to take proper security from such Secretary-Treasurer, they shall be held

to be personally responsible for such moneys, and the provisions of the 137th Section of the Consolidated School Act shall apply to them.

22. Any Chairman of a School Meeting who may be elected School Trustee at such Meeting, shall make the declaration of office now required of Trustees by Law in the presence of the Secretary of such Meeting.

23. Should the majority of the School Trustees, or the majority of a Public School Meeting, neglect, or refuse, in a case of difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirtieth Section of the Consolidated School Act, it shall be competent for the County Superintendent with the Arbitrator appointed, to meet and determine the matter, and the County Superintendent shall have a second, or casting, vote in case they should not agree.

24. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province be present at any lawful Meeting, in consequence of the neglect, or refusal of their Colleagues to meet them, it shall be competent for them to make and publish an award upon the matter, or matters submitted to them, or to adjourn the Meeting for any period not exceeding ten days.

25. Any Division Court Judge receiving an intimation of appeal from his decision, under the authority of the Consolidated School Act, shall thereupon certify under his hand to the Minister of Public Instruction, the statement of claim and other proceedings in the case, together with the evidence, and his own judgment thereon, and all objections made thereto.

26. *The Summer Vacations of all the Public Schools shall be from the 15th of July to the 15th of August, inclusive.*

All Acts and parts of Acts inconsistent with the provisions of this Act, as far as they shall affect this part, but not to any greater extent, are hereby repealed.

In order that these School Bills should be the more carefully considered and revised, they were referred by the Teachers' Association to an important Select Committee, which brought in the following Report on the subject:—

REPORT OF A COMMITTEE OF THE ONTARIO TEACHERS' ASSOCIATION ON THE GRAMMAR AND COMMON SCHOOL ACTS OF 1868-1869.

We, the undersigned, a Committee on behalf of the Board of Directors of the "Ontario Teachers' Association," beg leave respectfully to submit for the consideration of the Members of the Association, the following Amendments to the School Bills now before the Legislature, which were proposed by the said Board at a Meeting held in Toronto, on the 29th and 30th of December, 1868, and based upon Resolutions adopted by the Association; together with a brief statement of Reasons for suggesting the Alterations:—

COMMON SCHOOL BILL OF 1868, 1869.

Section 4.—The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates, for Certificates of Qualification, and grant Certificates of Qualification and no one not holding such Certificate of Qualification, shall be eligible to be appointed a Superintendent.

Proposed Amendment.—That the following clause be added to Section 4:—"And all Candidates for the Office of County Superintendent shall be required to have taught a Public School for at least five years."

It should be definitely stated that the Office of County Superintendent of Common Schools shall be filled by an experienced Teacher, as the practical knowledge acquired in the School Room would materially add to his efficiency; and the position would thus become an object of ambition to Teachers, and serve as a stimulus to a faithful discharge of duty. It would also raise the status of the profession, by presenting to men of ability, an inducement to remain therein.

Section 5.—Each County and City Council shall nominate from those holding the necessary Certificate of Qualification, one Person to be Superintendent of Common Schools in such City, or County, and in Counties where there are or shall be more than one hundred Common Schools, the County Council may nominate two Persons holding such Certificates to be Superintendents and prescribe the territorial limits of each, and the Lieutenant-Governor-in-Council shall appoint the Person, or Persons so nominated, to hold office during pleasure.

Proposed Amendment.—That the first part of the Section be altered so as to read:—
“Each County Council and City Board of Trustees shall nominate, etcetera.”

There is not the same necessity for giving the nomination of Superintendent of Common Schools to the City Council as to the County Council, inasmuch as the City Board of Trustees will still have the same extent of jurisdiction as the City Council; and also no abuse has been alleged of the power they at present possess.

Section 7.—The Salary of a County, or City, Superintendent shall not be less than at the rate of Six hundred dollars per annum, and not more than at the rate of Twelve hundred dollars per annum, and shall be paid quarterly, of which the sum of Three hundred dollars shall be defrayed and borne out of the Consolidated Revenue of the Province, and the balance shall be provided by the City, or County, Councils.

Proposed Amendment.—That, in the second line of Section 7, the word “Six” be changed to “Eight,” and the words, “and not more than at the rate of Twelve hundred dollars per annum,” be left out.

It seems to us unnecessary to fix a maximum; and after deducting the travelling and other unavoidable expenses, the minimum will be far too low, to present sufficient inducements to competent Teachers to seek the position; and because there are small Counties having considerably less than the average number of Schools, where Education is in an advanced state, which would therefore require a Superintendent of high qualifications. Moreover, it appears to us that \$600 is a Salary incommensurate with the responsibility connected with the Office.

Section 9.—Each County and City Council shall appoint a County or City Board of Examiners, for the examination and licensing of Teachers, consisting of the County Superintendent, or Superintendents, and two other competent persons whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

Proposed Amendment.—That the following be added to Section 9:—“The system of Examination to be adopted by said Board of Examiners shall be subject to the approval of the Council of Public Instruction, and the said Board shall have power to grant County Certificates other than First Class.”

In our opinion, the Council of Public Instruction should have the supervision of the modes of Examination adopted by County Boards, for the sake of rendering them uniform; and because some County Boards, as at present constituted, make use of methods which do not command the confidence of those interested in such Examinations. Moreover, if the following Amendment be adopted, the Boards should have power to

grant only Second and Third Class County Certificates, First Class Provincial Certificates being conferred by a Central Board.

Proposed Amendment.—That the following be Sub-Section 1 in Section 9:—"The Council of Public Instruction shall appoint a Provincial Board of Examiners, consisting of Members, of whom shall be County Superintendents, on whose recommendation, after due Examination, First Class Provincial Certificates of Qualification shall be granted to all Teachers who shall have taught a Public School for at least five years, and whose efficiency as Teachers shall have been certified by a County Superintendent."

We regard it as a serious grievance that a competent and successful Teacher should be restricted to a County Certificate, which renders necessary not only a fresh Examination for each County in which he may be engaged to teach, but also repeated Examinations in the same County, while the standard of qualification remains unchanged. The establishment of a Provincial Board of Examiners would have the effect of rendering the required qualifications uniform throughout the Province, and inducing many Teachers to remain in the profession, on account of the superior and permanent standing it would give them, who now discard it, rather than be liable to such indignities. The five years' experience suggested would be a guarantee of the possession of practical knowledge by the Candidate.

Proposed Amendment.—That the following be Sub-Section 2 in Section 9:—"Each Candidate, at his, or her, first Examination for a Certificate of Qualification, shall deposit with the County Superintendent the sum of Ten dollars, to be paid into the Superannuated Teachers' Fund, of which Nine dollars shall be refunded in case of the Candidate, at his, or her, first Examination for a Certificate of Qualification, shall

In consequence of the facility with which young persons can obtain County Certificates of Qualification, without any serious intention of either becoming, or remaining, Teachers, there should be some security that those who come up for Examination intend to adopt teaching as a profession; and we suggest that the introduction of an entrance fee would tend to this result.

Section 16.—Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some School for six months in each year; and any Parent, or Guardian, who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public, or Private, School, for the attendance of any child shall be with the Parent, or Guardian, of such child.

Proposed Amendment.—That the following be added to Section 16:—"Any Pupil, who shall be adjudged so refractory, or vicious, by the Teacher and County Superintendent that his presence in a School is deemed seriously injurious to the other Pupils, may, with the consent of the Board of Trustees, be removed to an Industrial School."

As a result of the adoption of the principle of Compulsory Attendance, every child will have the legal right to Public School privileges, and there will be found in our Schools, especially in Cities and Towns, numbers of vicious, or criminal, children, who subsist by pilfering, or begging, and who cannot be legally expelled, however serious their misconduct, or evil their influence. Some provision should, therefore, be made for training them, without incurring the risk of contaminating the morals of the other Pupils attending these Schools.

PROPOSED AMENDMENTS TO THE GRAMMAR SCHOOL BILL OF 1868.

Section 3.—The Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching the higher branches of an English Educa-

tion, and the Latin and Greek Languages, to those Pupils whose Parents, or Guardians, may desire it, according to a Programme of Studies and Regulations which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council.

Proposed Amendment.—That the words “and Commercial” be inserted before “Education,” in the third line of Section 3, and the words “the Modern Languages” after the same word.

There is an acknowledged necessity for providing, in High Schools, for teaching not only the higher branches of an English, but of a Commercial, Education, as well as for teaching such of the Modern Languages as the Council of Public Instruction may determine.

Section 5.—(1) No High School shall be entitled to share in the Grammar School Fund, unless it is conducted according to the Regulations provided by Law; nor unless it has an average attendance of twenty Pupils; nor unless a sum at least equal to that apportioned from the Fund shall be provided from local sources.

(2) Each High School, conducted according to Law, shall be entitled to an Apportionment of a sum not less than Three hundred, and not more than One thousand, dollars per annum, according to the average attendance of Pupils, and the length of time each High School is kept open, as compared with other High Schools; which sum, together with, at least, an equal sum provided from local sources, shall be expended in payment of Teachers' Salaries for the then current year.

Proposed Amendment.—That the following be added to Sub-Section Number 1:—“The Apportionment from the High School Fund to each School shall be made in accordance with the daily average attendance of the Pupils of that School during the current half-year.”

According to the present Grammar School Regulations and those proposed by the High School Bill before the House, the Legislative Grant to each Grammar School is made on the daily average attendance of the preceding year, so that, should a teacher leave his situation, he may not receive the pecuniary results of his efficiency, or inefficiency, to which he is in equity entitled, and which might, under the contemplated arrangements, accrue to his Successor. It is well known that, in many cases, the Legislative and School Grants for the current year constitute the whole of the Teacher's Salary, and, in most cases, it is determined by the Legislative Grant of the year last past. As a necessary consequence of the adoption of this suggestion, the Apportionment must be made in accordance with the daily average attendance during the current half year, so as to admit of the Grant being given half-yearly.

Section 6.—Each Grammar School already established, and now in operation, shall be held to be a High School, according to the provisions of this Act, and, as far as the Fund will permit, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the establishment of additional High Schools upon the conditions prescribed by this Act; and the preliminary examination of Pupil Candidates for admission into the High Schools shall be made by the County, or City, Superintendent, on whose Certificate of qualification Pupils shall be eligible for admission to the High School; Provided, nevertheless, that the Pupils already duly admitted as Grammar School Pupils, according to Law, shall be held eligible without further examination for admission as Pupils of the High Schools; and provided, furthermore, that Pupils from any part of the County in which a High School is, or may be, established shall be admitted to such School on the same terms as Pupils within the Town, or Village, of such School, upon the condition always that the Council of such County shall contribute *pro rata* towards raising the sum, or sums, required by Law to be provided from local sources to entitle such High School to share in the Grammar School Fund.

Proposed Amendment.—"That the Examinations for the admission of Pupils into the High Schools be conducted by a Board, consisting of the County Superintendent, the Chairman of the Public, or High, School Board, and the Head Master of the High School."

While we acknowledge the necessity for a change in the mode of examining Pupils for entrance into the High Schools, it is feared that the one proposed in the present Bill may act prejudicially to these Schools, by placing the examination solely in the power of an Official who is chiefly interested in another class of Schools. By making the County Superintendent a Member of the Board, the interests of the Common Schools will be guarded; and by the admission of the High School Master, those of the High Schools; while the Chairman of the Public School Board will be one who will have at heart the welfare of the Common and High Schools.

Section 9.—And whereas it is desirable to encourage the establishment of superior Classical Schools; it shall be lawful for the Lieutenant-Governor-in-Council to confer upon any High School, in which not less than four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, language, shall not be less than seventy, the name Collegiate Institute; and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor-in-Council to authorize the payment of an additional sum, at the rate of and not exceeding Seven hundred and fifty dollars per annum, out of the Superior Education Fund, provided under the authority of the Tenth Section of the Consolidated Grammar School Act, Twenty-second Victoria, Chapter Sixty-three.

Proposed Amendment.—That the word "four," in the fourth line of Section 9, be changed to "three," and the word "seventy," in the seventh, to "sixty."

If the number of Masters and Pupils proposed in the Bill were retained, the prospect of any High School being able to benefit by this provision would become remote; therefore, to render it effective, it is suggested to reduce the number of Masters to three, and of Pupils to sixty.*

S. S. NELLÈS, D.D.,

President, Ontario Teachers' Association,

A. McMURCHY, M.A.,

JOHN SEATH, B.A.,

WILLIAM ANDERSON,

SAMUEL McALLISTER,

Committee.

* When the Chief Superintendent of Education fixed upon the standard of a Collegiate Institute in the draft of the High School Act, he took that of the Galt Grammar School, which had at the time of drafting the Bill, four Masters, and seventy Pupils in attendance.

WITHDRAWAL OF THE SCHOOL BILLS OF 1868 FROM THE HOUSE
OF ASSEMBLY, AT THE REQUEST OF THE CHIEF
SUPERINTENDENT OF EDUCATION, 1869.

So many and great were the changes which the Grammar and Common School Bills underwent in the Select Committee of the House of Assembly, and in the House itself, that, at the request of the Chief Superintendent of Education, they were withdrawn by the Attorney-General, with a view to their reconsideration, before submitting them again to the House of Assembly at the next Session of the House.

In withdrawing these Bills, the Honourable the Attorney-General, (J. S. Macdonald), addressed the House as follows:—

The recent discussion in the House had shown that the Common School Bill, which had been prepared as the result of years of experience and of observation, and with a desire to advance the cause of Education, had not received that treatment at the hands of the House which the Government had reasonably expected that it would. He had referred last night to the liberty which had been granted to all Members of the House to propose amendments, but it was evident that there was a want of approbation to the views expressed in the Measure. The Chief Superintendent had reason to believe that, at the large number of meetings, a large share of accord and approval was expressed in reference to the views he expressed. The result of his labours, and of the proceedings of the Committee of last Session, were found in the Measure before the House. The Chief Superintendent asked the Government to assist him in his endeavour to advance the position of the Common and Grammar Schools of the Province. The Government had the fullest confidence in the venerable Gentleman, and the Country also, he believed, had confidence in him. The question of Education was most intricate, and the manner in which he had treated the question evoked high admiration for his talents. They felt that he had laboured assiduously and industriously to give such a System of Education to the Country as had made it an example to other Countries, and the manner in which he has introduced improvements in the System of Education had had the result, that even the distant Colony of Australia had adopted that System. These improvements might, or might not, be appreciated by the House,—it was not the fault of the Government. The responsibility rested upon those Members who had rejected the proposed alterations. He took it for granted that there should be no element of party spirit introduced into the discussion of such a Measure. Although the Government had consented that there should be perfect liberty to every Member to make alterations in the Bill, the alterations which had been made in reference to some portions were of a most important character, and defeated the very purpose of the Bill. An effort had been made to give a higher character to the School Education of the Country, but the House had not responded to it in a liberal spirit, and was not prepared to pass the Measure as introduced. The Government felt that unless these Bills were passed without their usefulness being marred, that they would not be calculated to be of advantage to the Country. The Education Bill did not touch at all party, or Religious, feelings, and the Government felt that a small majority was not either what the Government, or the Chief Superintendent, desired. He made these observations with regret, because these Bills were introduced with a desire to promote the Education of the Country. The House, however, had not considered them desirable, and it only now remained for him to announce the course the Government would pursue without keeping them in suspense. He hoped that the honourable Members of the House would not have any cause to regret the course they had adopted of throwing away an opportunity of carrying out the plans of the Chief Superintendent.

If there had been any cause to doubt the past career of the venerable Chief, that he was not heart and soul in the cause of Education, and if he had at the time left any other impression than that he was desirous of promoting the Education of the People and the welfare of his Country, the treatment the Bill had received might be ascribed to some other cause. But he would have the satisfaction of knowing that no charge had been pointed at him, as to his wishing to secure on his part anything in the shape of advantage; on the contrary, he believed that he would leave a name that would be preserved in their memories so long as they lived as the name of one that had raised their School System to a place among the best in the world. But he could not agree that the Measure should pass the House in its present state, and he, therefore, wished it withdrawn. The Government could not but regard the wishes of the Chief Superintendent, and, therefore, he moved that the Bill be now discharged.

The order was then discharged.

THE GRAMMAR SCHOOL BILL ALSO WITHDRAWN.

Attorney-General Macdonald said the same remarks, which he had used, would apply, in a certain degree, to this Bill. And at the request of the Chief Superintendent, he moved that the order for it be also now discharged.

MISAPPREHENSION ON THE PART OF THE PUBLIC IN REGARD TO THE REAL CHARACTER AND OBJECTS OF THE GRAMMAR AND COMMON SCHOOLS ACTS OF 1868, 1869.

The adverse comments in the House of Assembly on the two School Bills laid before it, and to which the Attorney-General referred, in withdrawing them, were re-echoed in many of the Newspapers. In order, therefore, to give full information on the subject, and to correct these misapprehensions, the Chief Superintendent of Education addressed the following Letter to the Editor of *The Globe* newspaper:—

In late numbers of your Paper there are several Communications respecting the Grammar and Common School Bills now pending before the Legislative Assembly. Some of those Communications strongly reflect upon myself, and are written under a misapprehension of several provisions of the Bills to which they refer.

Under these circumstances it has occurred to me that some remarks from myself on certain provisions of these Bills might remove misapprehension and be useful to the Public.

I remark as to the need of legislation at all, that experience has discovered defects and suggested improvements in our Municipal Laws and in those relating to every branch of Civil and Criminal Jurisprudence, as well as of Civil Government. The School Law is no exception; and it becomes the special and required duty of the Administrator of it to examine into the working of the School Laws in the different Countries, in connection with those of our own Country, and submit to the Government and Legislature, from time to time, the results of his inquiries and experience. In 1866-67 I made my last Tour of Inquiry into the present state and working of Public Systems of Education in Foreign Countries, and last year presented to the Government, to be laid before the Legislature and the Public, "A Special Report of the Systems and State of Popular Education on the Continent of Europe, in the British Isles, and the United States of America, with practical suggestions for the Improvement of Public Instruction in the Province of Ontario." At its last Session the Legislative Assembly appointed a large Select Committee, consisting of more than twenty of its Members, to

consider my written suggestions and personal recommendations on the subject; the Grammar and Common School Bills, as printed before the close of the Session, were the result of the protracted deliberations of that large Committee. But as objections and misunderstandings were understood to exist in the minds of many Persons throughout the Province in regard to several provisions of these Bills, the consideration of them was deferred by the Legislative Assembly until its present Session. In the meantime, I appointed a time and place of a School Convention in each County of Ontario, to meet and confer with all Persons who might desire to attend, on the subjects of these School Bills, to consider their suggestions. In the Appendix B of my last Annual Report, now in the hands of the Members of the Legislature, and before the Public, the Proceedings and Opinions expressed at these Conventions are given, and the present School Bills, with some additions and modifications in regard to some provisions of these of last year are also given.

I think there is no example in this, or any other, Country of so varied and extensive a preparation and consultation having taken place, in respect to any proposed Legislative School Enactments. Yet after all, there are men in almost every locality, who take their own opinions from their own neighbourhood standpoint; there are others who wish to make legislation subservient to their personal purposes; there are others who are opposed to all progress, unless it be spontaneous and gratuitous; while there are others who are afraid of any improvements, lest they involve undue changes. But I have found the great mass of the community of all classes anxious for progress, and ready to adopt what appear to be the best means for intellectual and social advancement.

Next, as to the mode of legislation, it has been said that the whole School Law should be consolidated into one Statute,—that having several Acts makes it difficult for parties concerned to understand and administer the School Law. On this I may remark, that laws are only consolidated after the successive Acts on the subject have been tried and found, upon the whole, to be satisfactory and complete, at least for the time being. The School Acts were consolidated in 1859. Since then a Common School Improvement Act was passed in 1860; the Separate School Settlement Act was passed in 1863; and the Grammar School Amendment Act was passed in 1865. There are, therefore, but two Statutes in existence respecting Common Schools, and two in respect to Grammar Schools; and in the printing of these Acts by the Education Department for the use of local School Authorities, the provisions of both Acts on the same subjects are incorporated, printed on the same pages, with the requisite Notes and Forms, and a copious Index at the end; so that they are as simple and convenient for School Superintendents, Municipal Councils and Trustees, as if they consisted of a single Statute. The same method will, of course, be pursued in printing the School Acts, with the pending School Bills, on their becoming Law, for the use and convenience of School Authorities.

Then I notice objections made to the union of Grammar and Common School Boards of Trustees, and to making Members of Grammar School Boards elective. On this I may remark, that two-thirds of these Boards have already been united by the voluntary action of the parties concerned; and out of the 100 Grammar Schools, the Boards of 67 of them have united with the Common School elective Boards in their respective localities, in order to support the Grammar Schools, and to which union with elective Boards, most, if not all, of these 67 Grammar Schools owe their present existence. And it is in the remaining 33 Grammar Schools, where the Boards of Trustees are separate, that diversity of interests exists.

In the Cities of Boston and New York there were formerly two School Boards,—the one for the Primary Schools, the other for the Classical Schools. Diversity of interests, mutual hostilities, existed, until both Boards were blended into one elective Board, in charge of all the Public Schools. The result has been the removal of all antagonism, and diversity of interests, and the advancement of the High and Classical

Schools to a degree of efficiency to which they never before attained, and some instances to a degree of magnificence, which is the pride of the Citizens and the admiration of Foreign Visitors. The experience of Canada also shows that, where there are two School Boards, there is a diversity of feeling and interest, the one interest suffers in rivalry with the other. Where two Boards are united into one there is more of identity and unity of corporate action, but there are still elements of weakness and discord from the discordant method of constituting such Boards. Such Boards should, therefore, be consolidated into one, and not merely a voluntary union of diversely constituted parts. But still,—not from my own conviction, but in deference to the opinion and wishes of intelligent parties, I propose in the pending Grammar School Bill, that the Municipal Councils which have to provide the means of supporting the Schools, shall have a representation in the School Boards, and those desiring it can nominate on such Boards, Clergymen and others, who would be useful Members, but who would not undergo the ordeal of popular election.

I agree with those who have opposed elective Boards for High, as well as Common, Schools, that the composition of such Boards may not be improved. I believe appointments to them by County Councils have been judicious. The defect of these Boards has not been in their composition, but in their powerlessness to raise funds, according to the principles of our free Government, it is only those who are elected by Tax payers that can be invested with power to impose Taxes upon the People for any purpose whatever; and experience shows us, that, without such power, Grammar Schools, any more than Common Schools, cannot be efficiently supported.

It has been objected by one Writer that the Grammar School Fund should not be distributed according to the average attendance of Pupils. I observe that this principle of distribution, which has produced such a marvellous improvement in our Schools, in regard both to the attendance and to the time of keeping them open, has been adopted from Canada into both the States of New York and Massachusetts. Nothing can be more equitable and stimulating than that each School should receive aid according to the work done,—a principle which places the smallest Village upon a level with the largest Town. But, in order to favour the smaller Towns and Villages, the maximum Grant to any School has been fixed at \$1,000,—a provision which will take several hundred dollars from each of some of the larger City and Town Grammar Schools, and add so much in aid of Grammar, or High Schools, in smaller places.

I will not here advert to some other less important objections and suggestions respecting the Grammar School Amendment Bill,—a Bill which I believe, as I intend, will not extinguish one Grammar School in Ontario, but will help every one of them, and multiply their number in Villages and large neighbourhoods, where they do not now exist.

In regard to the Common School Bill, I prepared a Memorandum accompanying the Draft of it, stating the ground on which its principal provisions and modifications have been recommended. That Memorandum has been laid before the House, and ordered to be printed.

In respect to one point, on which fear and anxiety have been expressed, I trust and intend, as far as I am concerned, that the conditions of Certificates of Qualifications to Candidates for the Office of City and County Superintendents, to be prescribed by the Council of Public Instruction, with the sanction of the Governor-in-Council, will be such as to secure the continued services of meritorious City and County Superintendents, who have earned a good degree by their long and valued labours in those Offices.

I have only to observe, in conclusion, that I have no personal interest whatsoever in either of the School Bills before the Legislative Assembly, except to make the School System as perfect, and as acceptable to the Country, as is in my power, with the consciousness that those Bills will, if they become Law, impose an immense deal of additional labour upon me, at least for several months to come,—an additional labour

which I am prepared to bear, and which is my only source of apprehension as to the results of the Measures submitted.

TORONTO, November 27th, 1869.

EGERTON RYEBSON.

NOTE.—In a subsequent explanatory Letter to the Editor of *The Globe*, the Chief Superintendent of Education remarked further upon certain details of the School Bills, which were laid before the House of Assembly, but which were deferred until the next Session of the House, but these remarks are practically embodied in the Memorandum on the School Bills prepared by the Chief Superintendent.

AN EXPOSITION OF THE PRINCIPLES ON WHICH THE EDUCATIONAL DEPOSITORY WAS FOUNDED AND THE PUBLIC OBJECTS WHICH IT SERVES.

In May, 1870, the Chief Superintendent of Education thus expounded the principles upon which the Depository Branch of the Department of Education was founded:

I commend the facts contained in this paper to the dispassionate consideration and judgment of the Members of the Legislature, and others who feel anxious to promote the best interests of our Public Schools in this direction. In view of the United States examples and warnings given further on, and Lord Elgin's testimony to the same effect, and our own experience, I am sure there will be no difference of opinion amongst experienced men on this subject, that, if the Depository be closed, the Legislative Grant for this important public service would have to be withdrawn.

PRESENT POSITION AND IMPORTANT OBJECTS OF THE EDUCATIONAL DEPOSITORY.

I deem it desirable to refer to the subject, with a view to consider the various objections which have been urged against this branch of our School Service.

Previously to doing so, it is proper to state what is the position which the Depository occupies in connection with our System of Public Instruction, and what are its Objects. It forms a necessary, though subordinate, feature in that System, and cannot, and should not, be viewed apart from it,—as its existence depends entirely upon that of the School System itself. It is the only efficient source of supply to the Schools of Maps, Charts, Apparatus, Prize and Library Books. It, or some equally efficient instrumentality for its special object, is as essential to the growth and prosperity of our Schools as is the Normal School for the training of Teachers. The one provides effective workmen for instructing and training our youth, the other furnishes these Workers with the necessary Tools and Appliances of their Profession, and furnishes them of the best material and at the lowest price. This is all that the Depository professes to do. And yet no one attempts to deny that this duty itself of supplying the Schools with these requisites is a necessary one, and is essential to the completeness of our System, and the thorough efficiency of our Schools, and has been well and carefully done. The only question is, "Who shall do it?" Interested parties, for the sole purpose of gain,—or a disinterested and efficient Agency, such as this, whose responsibilities to the Government and Legislature are commensurate with its obligations to make the Schools entrusted to its care the source and centre of light and knowledge throughout the Country? This question I now propose, as far as possible, to answer in full.

FIRST OBJECTION—ALLEGED INTERFERENCE OF THE DEPOSITORY WITH THE "BOOK TRADE."

And first, it is objected that the operations of the Depository interfere with the Book trade. This objection has been frequently discussed and refuted, and probably by none more effectively than by one of the most experienced Members of the Book Trade itself in Canada, who, in 1858, with other Booksellers, addressed a Memorial to the Legislature on the subject, from which we make the following extract:—

"Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal in fostering a desire for Literature among the people of Canada, and has indirectly added to the wealth of persons in the Book Trade, inasmuch as the desire for general Literature has been supplied through their means; and your Memorialists would respectfully refer for a proof of this to the Customs Returns attending this branch of Trade in the Province of Canada."

These Returns, (compiled from the time when the Depository went into operation down to the present), are as follows:—They speak conclusively as to the groundlessness of the charge which is in effect that \$15,000 or \$20,000 worth of Books imported by the Department, as against \$300,000 to \$350,000 worth imported by the Booksellers of Ontario alone, is an interference with "the trade." The Tables are as follows:—

BOOK IMPORTS INTO ONTARIO AND QUEBEC, 1850-1869.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec:

Year of Import.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850.....	\$101,880	\$141,700	\$243,580	\$ 84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,887	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
1 of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	30,743
1867-8.....	224,582	254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874

Up to 1854, the "Trade and Navigation Returns" give the value of Books entered at every Port in the two Provinces separately; after that year, the Reports give the names of the principal Ports only, and the rest as "Other Ports." In 1854, the proportion entered in Quebec was within a fraction of the third part of the whole, and, accordingly, in compiling this Table for the years 1855-69, the value entered in "Other Ports" is divided between Ontario and Quebec, in the proportion of two-thirds to the former, and one-third to the latter.

The Memorial then proceeds:—

"Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequence to the people of Canada, seeing that a pure and healthy fountain of Literature would be destroyed, and the advantage lost that Public Schools have enjoyed of forming the nucleus of Public Libraries at an easy and reasonable rate."

PROOFS OF PROSPERITY—THE *GLOBE'S* REPORTS OF THE BOOK TRADE, 1860-1870.

From the "Annual Review of Trade," published yearly in the Toronto *Globe* newspaper, I make the following extracts to show how groundless has been the charge of "interference" by the Department with the "Book Trade." Indeed, so little was the so-called "interference" felt that the operations of the Depository have never been once mentioned in the yearly "Trade Reviews."

The remarks of *The Globe*, in the "Review" of 1867, are highly significant, and only go to prove the statement often made, that the "Book Trade" has profited largely by the existence of the Depository. *The Globe* says:—"Looking about us, and casting over the classes that are likely to produce the demand for Books, we fail to account for the great strides in the Book Trade of the Province." We, however, can most satisfactorily account for them. The operations of the Depository extend to every part of the Province, and into Township after Township, where not a single Book can be purchased from "the Trade." The names even of many of these Townships are so new that few in the community know them, for instance:—Matawatchan, Griffith, Bexley, Dysart, Harvey, Minden, Morrison, Keppel, etcetera. And yet to the Schools in these, as well as in most of the other Townships, the Department is constantly sending hundreds of Volumes of the choicest Prize and Library Books. The very first knowledge which the people have of the existence of many of the Books sold by "the Trade" is from the packages sent out by the Department. The Annual Review for 1862 reveals the character of the Books circulated by "the Trade" before the present system of sending out Prize Books by the Department had time to develop itself. *The Globe* "Review" says:—"For years the Country has been flooded with the lowest and most trashy class of Literature from the American Press." The whole effort of the Department has been to counteract this deplorable effect of the operations of the "Book Trade" when in possession of the field, and the result of its efforts fully accounts for the "great strides in the Book Trade of the Province" in 1867, which *The Globe* review failed to understand, or appreciate. I now give from *The Globe* the following extracts from its Annual Reviews of Trade:—

1860.—"This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the City."

1861.—"No change of material importance has taken place in this Trade during the year. Sales have not been so large as were anticipated, yet they do not fall short of those of the preceding year. The depressed condition of the Trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this with a very little of really sound Literature. . . . Notwithstanding this, however, the regular legitimate Trade has not languished, and on the whole has resulted satisfactorily. . . . The Retail Trade is in a generally healthy condition, and its character, especially in the Country, is yearly improving."

1862.—"The year's business in this branch of Trade has been quite satisfactory. Although perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years. . . . A gratifying fact is found in the improved character of the works introduced into general circulation. For years Books whose only merit was their bulk and binding had been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers."

1863.—“The improvement which we, from time to time, have noticed in this branch of business, has, during the year just closed, been fully maintained. The Trade has been healthy and profitable, and in extent it exceeds that of previous years. . . . We are glad this year to report a still greater improvement in the character of the Books and Periodicals most generally read and circulated in the Province. English Books, as a rule, are having a much increased sale. . . . In all points of view there is much room for congratulation as to the improved condition of the Book Trade in Canada.”

1866.—“The Book Trade of the Province is, year by year, assuming larger proportions, and it is a matter of no little congratulation that each year this important branch of commerce is rapidly extending itself.”

1867.—“Looking about us, and casting over the classes that are likely to produce the demand for Books, we fail to account for the great strides in the Book Trade of the Province. . . . There is a large importation of Books in miscellaneous literature, and in professional and other high classes, which evinces the great growth of the Trade, and speaks well for the reading predilections of the people.”

1869.—“The Houses in this department of trade report a large increase of business during the year, especially in Books. British publications continue to take the lead in the market.”

SECOND OBJECTION.—“IF BOOKS AND MAPS ARE SUPPLIED, THE GOVERNMENT OUGHT ALSO TO SUPPLY OTHER ARTICLES,—IN FACT—EVERYTHING TO EVERYBODY!”

The second objection is that if the Government, through the Education Department, supplies its Schools with Maps, Charts and Library Books, it ought also, to show its consistency, supply the public, through other departments organized for that purpose, with Boots and Shoes, Bottles and Brooms, etcetera,—in fact, that it should supply everybody with everything! This is the climax of all the objections! And yet these very objectors, from the height of their commercial dignity, quite overlook the fact, that, in almost every public interest, in which the Government embarks, it is invariably its own machinist, its own producer, and its own purveyor, for those very wants which it has created or developed, or which have grown up under its superintendence.

INSTANCES OF GOVERNMENTAL INTERFERENCE WITH “THE TRADE” WITHOUT OBJECTION.

Look, for instance, at the Army and Navy, the Militia, the Post Office, the Public Departments, and the various other public Institutions, or interests, which the Government of the Country specially undertakes to manage, or develop. Look even at the latest application of this principle in England, under the sanction of Parliament, by which the very Telegraphs, which were formerly managed by “the Trade” in England, have all been absorbed by the Government, because the public interests will in the end be better served by it than by private companies, or individuals.

We find also, in our own Province, that the very Coats, Trowsers, Caps, etcetera, worn by the Volunteers and Militia, are all supplied by the Government. In England the Admiralty build their own Ships, and sell those not required; and here, and in England, and elsewhere, the Public Officers are supplied by the Government with all the Stationery they require, bought and distributed as the Depository buys Books. The wants and necessities of the Country, and the interests of the public are the only standards of duty which the Government acknowledges, or by which it is guided in these matters. It must be sole judge in the case.

FURTHER ILLUSTRATIONS—THE PUBLIC SCHOOLS VS. PRIVATE SCHOOLS, TEACHERS, TUTORS.

In his Report for 1851, the Chief Superintendent further illustrates this point as follows:—

The objection is based upon the acknowledged fact, that Schools, Requisites and Books are supplied to local Municipalities much more economically and advantageously for the latter by the aid of Government than by private traders. It is then a question whether the interest of Public Schools and Municipalities are first to be consulted or those of private individuals?

It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of Public School whatever, as they interfere with the gain of the private Teacher; for, in proportion to the excellence of Public Schools, and the degree in which they are aided by the Legislative Grants and local Assessments, and education is to individuals thus cheapened, will Private Schools decline, and the interest of private Teachers be affected? The interests of a class of private Teachers are as much entitled to protection against the competition of Public Schools, as are the interests of a class of private Booksellers to protection against the competition of Government in supplying the Public Schools with the requisite Maps, Apparatus and Libraries. If the interests of an individual, or a class, are to be placed before those of the community at large, then there can be no System of Public Instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the Government and Legislature of any enlightened Country.

The ground on which the Public Schools and Municipalities are provided with School Requisites and Libraries, through the medium of a Public Department, and by means of public Grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having Public Schools, for, if a people determine through their Legislature that they will have Public Schools at all, it is clear that those Schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the Legislature to promote the education of the people by the establishment of Public Schools, it is equally its duty to provide all possible facilities and means for supplying those Schools with the Maps, Apparatus and Libraries they require and which render them most instrumental in educating and instructing the people. . . .

Besides, nearly all the Maps and other articles of School Apparatus, and most of the Books for the Libraries, were unknown in the Country and would have been unknown, had they not been introduced by the agency of a Public Department. I believe that private Booksellers have largely profited by what I have done in this respect;* that they have found demand for many Books which no doubt have first been made known in the Official Catalogue, and through the medium of the Public School Libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the Public Schools and Municipalities with Books and School Apparatus.

THE LATE EARL OF ELGIN'S OPINION OF THE IMPORTANCE OF THIS FEATURE OF OUR WORK.

The magnitude and importance of this noblest feature of our Public School System was deeply felt by Lord Elgin, who, in one of his valedictory Addresses, delivered on leaving the Province, referred to the "Township and County Libraries as the Crown and Glory of the Institutions of the Province!" This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our Schools are taught to read, and read they will, either for good, or evil. It, therefore, becomes an important and momentous question in all Systems of Public Instruction, how shall

* This they acknowledge in the Memorial to the Legislature, already quoted by me, and it is proved by the extracts given from The Globe "Reviews" of the "Book Trade," in a previous part of this paper.

this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there have been put into circulation in Upper Canada [nearly 700,000] Volumes of choice and excellent works, [up to the end of 1869], relating to almost every department of Literature and Science.

APPRECIATION OF THE EDUCATIONAL DEPOSITORY BY THE SCHOOLS AND THE PUBLIC.

As evidence how entirely the sympathies of the Country are with the Department in this matter, it is proper to remark that no complaint is heard, except from about half a dozen interested parties. The increase in the operations of the Depository since 1851 have been remarkable, not only for the amount of money voluntarily sent in for Books, Maps and Apparatus, but also in regard to the number of these requisites sent out. These facts, the following Table will abundantly show:—

OPERATIONS OF THE EDUCATIONAL DEPOSITORY FROM 1851 TO 1869.

Year of Operation.	Money sent in to the Depository by Trustees and others.	Value of articles sent to the Schools, including the 100 per cent. allowed on Trustees' remittances only.	Number of Volumes of Library and Prize Books sent out.
1851.....	\$ 4,233	\$ 4,233	22,800
1855.....	11,690	22,251	27,320
1860.....	16,476	27,537	32,370
1865.....	15,130	26,442	48,483
1869.....	20,243	34,808	61,085

The grand total of moneys received by the Department from Trustees and others for School Requisites up to the end of 1869, was \$291,612; the value of the articles sent out was \$489,915, (or nearly \$500,000 worth); and the total number of Books despatched during the same time was 691,561, (or nearly 700,000 Volumes).

OPINIONS OF SCHOOL TRUSTEES AND OTHERS AS TO THE REQUISITES SENT OUT.*

As to the satisfaction felt by the School Trustees and others, to whom these Requisites were sent, we make the following extracts from letters received at the Department, viz.:—

Lindsay. "Please accept my best thanks for the choice selection you have made me for our Library. Also, for the beautiful Township Prize. Everyone is delighted with it. We have enquired at some Book Store as to the price of our Library Books, and find your terms such as you state them to be. The best thing Doctor Ryerson can do is to publish his prices with those of the Booksellers. It will be the best possible advertisement. What I have seen stated somewhere is perfectly true as to the advantage to Booksellers derived from your Establishment. The more Libraries established through the Country, the greater the taste for reading, and the larger the trade to gratify that taste. '*L'appetit vient en mangeant*,' is as true of reading as eating."

* By reference to the Proceedings of the House of Assembly in 1871-1872 it will be seen that numerous Petitions were presented to it praying that the Education Department be authorized to supply the Schools with Maps, Apparatus and Books.

Hullett.—"The Books you sent us last year gave satisfaction."

Euphemia.—"Your selection of Prize Books, last December, was very suitable."

Emily.—"The Prizes sent gave the greatest satisfaction, and we hope to send for similar favours once, or twice, a year."

Raleigh.—"We got a Number 1 package of Prize Books last year, which was very satisfactory."

Usborne Township.—"The Books, (\$40 worth,) which we received last year from the Department for a Township Competitive Examination gave entire satisfaction, and the Council begs you will make the selection for this year also for \$80 worth."

Blandford.—"You made a selection for us last year, and the selection suited us very well. Will you have the kindness to make one again."

Pakenham Township.—"Permit me to thank you for your courtesy in sending the Prizes at the time you did for the Township Competitive Examination. The 61 Volumes were excellent Books."

Kincardine.—"Your selection last year suited admirably well."

Dawn.—"The Prize Books for this School Section were duly received, and gave excellent satisfaction."

Dorchester South.—"We ordered Prize Books last year, leaving you to make the selection and, as you pleased us so well, we leave it with you this time also, believing you will send us a good selection."

Minto.—"The Books you sent us last year pleased very well. You are better qualified to make the selection than we are, and by doing so you will much oblige."

Marmora.—"We got a lot of Prize Books last year, and the year before, which gave good satisfaction."

Renfrew Union School.—"You have favoured us by making an excellent selection of such Books for some years already, and I trust that I may rely on your kind promise of continuing to do so."

Brighton and Murray Union Section.—"We have received, and are pleased with the Books for Prizes."

Woodhouse.—"I find the Merit Cards you sent a useful incentive to study."

Camden East.—"Having just received a lot of Prize Books for our Day School, with which we were well pleased; we think we cannot do better than to send to the Department for a Sabbath School Library."

Brockville.—"We prefer your selection to our own."

Clinton.—"We were much pleased with your selection."

Hastings Co., N.R..—"I have great pleasure in stating that the Prize Books selected by the Department gave general satisfaction."

Dumfries South.—"Your own selection is preferred to ours."

Hullet.—"In previous years, we have had every reason to be pleased with the assortment sent from your Department, and merely forward you the above information for your guidance in selecting."

Kincardine Township.—"I might state that the effect produced by these fine [Merit] Cards is charming. I consider them far superior even to Prize Books."

Moore.—"The selection of Books by the Department last year was excellent, and we intend to leave the choice to you again."

Flamboro' West.—"I find that the Merit Cards are a great assistance to the Teacher."

Nelson.—"The selection of Prize Books, made by the Department last year, gave great satisfaction; we therefore leave the selection on this occasion with it also."

Admaston.—"Trustees and Teachers are beginning to see the benefits resulting from the Merit and Prize System, and to adopt it in their Schools."

Normanby.—"I take this opportunity of remarking that the Department, in the different selections which it has made for the Trustees requiring Prizes, with whom I have been employed, has always given the greatest satisfaction."

Keppel.—"At the Annual Meeting of our School Section, we passed a Resolution appropriating a portion of the School money to the purchase of some Books for a Section Library from the Education Department. It was well expressed by one man at the meeting—"when we learn our youth to read, if we do not give good books into their hands, they will find bad ones."

St. Thomas Union School.—"And have great pleasure in stating the selection by the Department of Prize Books is very satisfactory."

Farmersville Grammar School.—"During the year, \$30 worth of Prize Books were distributed with pleasing results, I deem it no inconsiderable thing to have the pleasure of distributing such an amount of sterling English reading among the youth of the Country. The effects cannot be estimated, but are in the hand of Providence."

THIRD OBJECTION—THAT THE MONEYS RECEIVED ARE NOT DULY ACCOUNTED FOR.

On this point, I need only quote two authorities:—1st, the Chief Superintendent's Letter to the Editor of *The Globe* on the 13th April, 1866; and 2nd, the Report of the Committee of the House of Assembly on the Depository, dated January, 1869.

First Proof.—In my Letter to the Editor of *The Globe*, I say:—Mr. Brown has more than once learned by examination, in his capacity as Chairman of a Parliamentary Committee on the subject, that every farthing received at the Depository, "difference" and all, is transferred directly to the "Public Chest," by being deposited in the Bank to the credit of the Receiver-General; that every single purchase made at the Depository is, and has been, for the last fifteen years, vouched for by the signature of the purchaser, (a precaution not taken by any Bookseller, or mercantile Establishment); that for every payment made to any Person out of the proceeds of Depository Sales, a Voucher is lodged every month with the Auditor of Public Accounts.

Second Proof.—The Report of the Sub-Committee of the House of Assembly, (with the Honourable John McMurrich as its Chairman), thus speaks:—

"Your Committee find that the system adopted by the Department is of as thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

"They find that all Moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the Institution [Trustees' School Seal's merely], and that all Expenditures are made by cheque, properly countersigned by the different Heads of the Departments to which they respectively belong.

"They find that a perfect system of registration of every communication received by the Department is maintained, by means of which the several Officers to whose department the Communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

"Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera, is very considerable, amounting in 1868 to \$20,004.20, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department."

FOURTH OBJECTION—THAT THE DEPOSITORY IS A COST TO THE PROVINCE.

On this point, I will quote the authorities just cited, videlicet:—The Committee of the House of Assembly, merely premising that the entire cost of Salaries, freight, shipping expenses, duty, insurance, fuel, printing and other contingencies in the cost of management is defrayed out of the small profits of the Depository itself, and not by the Province.

First Proof.—The Chief Superintendent, in the Letter to *The Globe*, quoted above, says:—"Mr. Brown has more than once learned by examination, in his capacity as a

Chairman of the Parliamentary Committee on the subject . . . that the expense of the Depository and its management is included in the cost of articles furnished by it for the Public Schools; that the Depository causes not a farthing's expense to the Government in any way whatever; and that every penny of the 'difference' arising from the cost and sale of any Book or Maps goes into the 'public chest,' to the credit of the Province."

Second Proof.—The Committee of the House of Assembly demonstrate the fact itself in the following statement:—

"In connexion with this subject, your Committee submit the following statement, showing the cost of Books, Maps, etcetera., and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof, videlicet:

The total amount paid for Books, Maps, etcetera, imported from	
1850 to 1867, was	\$271,869 52
Purchases in Montreal	3,990 06
Articles manufactured, or purchased, in Toronto	93,146 88
Total	\$369,006 46

Freight, Agency, Packing, Printing, Insurance, Salaries, and	
Expenses	73,600 19
	\$442,606 65

Value of Books dispatched, Libraries, including the 100 per	
cent. granted	\$123,298 97
Maps, prizes, etcetera	213,993 78
Do sold, without Grant, (Text Books), etcetera	82,182 59
	\$419,475 34

Grants received from Government on this account, from	
1850-67	\$253,518 48
Less remitted Receiver-General	66,378 69
	\$187,139 79

If we deduct half of the above mentioned amounts {	\$123,298 97
(on which the 100 per cent. was allowed)..... {	213,993 78
	\$337,292 75
We get the amount of local contribution, which is	168,646 37
Which is the amount of stock dispatched over the above what	
we paid for.	

Taking then the Grants of the Government as above	\$187,139 79
And deducting the proportion of stock as above	168,646 37
Leaves a balance of	\$18,493 42

Which amount is fully covered by the Stock on hand."

FOUR REASONS WHY "THE TRADE" IS INCOMPETENT TO TAKE THE PLACE OF THE DEPOSITORY
IN SUPPLYING OUR SCHOOLS.

To the statement that private Booksellers can supply the Library wants of the Schools, as well, or nearly as well, as the Education Department, my reply is four-fold:—

1st. That a Department, specially charged with the care and oversight of the Schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of Educationists on this subject in the United States is, that Booksellers, through their Agents and Travellers throughout the rural parts, have, with some good Books, disposed of immense quantities of pernicious and worthless Books. (See the illustrations on this subject quoted herewith).

3rd. That, if the right of supply is thrown open to Booksellers indiscriminately, the bad, as well as the good, will take advantage of the facilities thus offered for flooding the Country with their own publications, without check, or restraint. Indeed, that restraint is openly and strongly repudiated by *The Globe* and other interested Newspapers. To restrict the right of supply to one, or more, Publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all Vendors alike full permission to circulate such Books as they please—bad and good—or, what would be preferable, withdraw the Grant altogether.

4th. No private Publishing House, even in the Cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of Books, Maps, Charts and Apparatus, which would be necessary for circulation in our 5,000 Schools. Nor could it supply them at anything like the low prices at which they are now furnished to the Trustees.

REASONS WHY THE BOOKSELLERS MAKE, OR PROMPT, THESE ATTACKS UPON
THE DEPARTMENT.

I have now, I trust, amply met the four principal objections which the Booksellers ostensibly urge against the Depository. I shall now refer to the real reason, which is carefully kept out of sight, but which prompts them to their unceasing hostility to the Department. It is, however, well understood. The Depository so far "interferes" with the gains of the Booksellers that, in the interests of the Schools, it keeps down the prices of Books*—it excludes the "trash" spoken of in *The Globe's* "Trade Reviews," and the pernicious, or doubtful, Literature of which *The Globe* is thus practically the champion,—while the Depository provides a far more extensive variety of Books, Maps and Apparatus, than any Bookseller can do.

* This is evident from the fact stated in the *Globe's* Trade Review for 1867, "that the Booksellers in general sell English books at 25 cents for the shilling sterling." "This," the review states, "is more than can be said of any other class of importers, whose goods pay no duty," etcetera. The Depository price is 20 cents for the shilling sterling.

BOOK TRADE AND DEPOSITORY PRICES OF BOOKS COMPARED.

Names of Books from Toronto Booksellers' Catalogues, and those of the Depository (chiefly Nelson's and Routledge's publications).	From Toronto Publishers' Catalogue.	Sum paid for the same book to the Depository by School Trustees. (a)	Price of the Book on the Depository Prize Catalogue. (b)
Coilier's History of England.....	\$2 00	\$0 77 $\frac{1}{2}$	\$1 55
Cassells' Natural History, 2 vols	8 00	3 12 $\frac{1}{2}$	6 25
Cassells' Illustrated Bunyan.....	2 00	0 80	1 60
Beauties of Poetry, etcetera.....	2 00	0 80	1 60
Favourite Poems by Gifted Bards	2 00	0 80	1 60
Wilmott's Sacred Poetry.....	5 00	2 00	4 00
Precepts in Practice.....	0 80	0 29	0 58
Anna Lee	0 75	0 27 $\frac{1}{2}$	0 55
Faithful and True.....	0 75	0 26	0 52
Ruined Cities of the East	0 75	0 27 $\frac{1}{2}$	0 55
Flower of the Family	0 50	0 20	0 40
Robert and Harold	0 50	0 20	0 40
Hester and I	0 50	0 20	0 40
Bundle of Sticks	0 50	0 20	0 40
First of June.....	0 50	0 20	0 40
Kane's Arctic Expedition	2 00	0 77 $\frac{1}{2}$	1 55
Scott, Cowper, etcetera..... each	1 00	0 37 $\frac{1}{2}$	0 75
Chaucer, Tasso, Eliza Cook..... each	1 25	0 45	0 90
Wisdom, Wit and Allegory, Epoch Men, Annals of C. and Romantic Lives, Merchant Enterprise, Sunset in Provence, etcetera	1 00	0 36 $\frac{1}{2}$	0 73
Evenings with the Poets..... each	1 25	0 37 $\frac{1}{2}$	0 75
Scottish Chiefs.....	0 50	0 20	0 40
Exiles in Babylon	1 00	0 37	0 74
Shepherd of Bethlehem	1 00	0 36 $\frac{1}{2}$	0 73
Burning and Shining Lights.....	1 00	0 37 $\frac{1}{2}$	0 75
Christian Character	1 00	0 36	0 72
Thompson's Land and the Book.....	2 00	0 80	1 60
Lives made Sublime	1 00	0 37 $\frac{1}{2}$	0 75
Living in Earnest	1 00	0 37 $\frac{1}{2}$	0 75

PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO SUCH A DEPOSITORY.

[Having sent to the Chief Educational Officer of each of the United States full particulars in regard to our Educational Depository with the objections to it on the part of Canadian Book Sellers, they replied as follows:—]

The Commissioner of Public Schools, in the State of Rhode Island, in discussing the whole question of School Libraries, thus remarks:—

"The plan of providing such District School Libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of Books, Charts and articles of Apparatus for School and School Libraries. This sum was expended under the direction of the Chief Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School District or Municipality wishes to form a Library, it may send to the Office of the

(a) The one hundred per cent. allowed makes up the difference in price; but this column shows the actual net sum paid for the books by the School Trustees.

(b) The estimated expenses of the Depository, and the entire cost of its management, are of course included in these catalogue prices. They are on an average about currency for sterling.

General Superintendent a sum not less than Five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the District as may, by a Committee, or otherwise, have been selected from the printed catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the Libraries purchase them at the reduced price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In regard to the State of New York, the Chief Superintendent of Education in Upper Canada, in his Special Report to the Legislature in 1853, says:—

"The unsatisfactory working and declining state of the Public School Library System in the State of New York, as detailed in the Report, is a sufficient illustration of the fruits of what is demanded by the Bookselling Assailants of our Public Library System, in a Country where the private Book Trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing Public Libraries, as well as Maps, Globes, and other School Apparatus, be considered in regard to the higher, or lower, grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education at a late Anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The Report says:—"The President made some remarks on the difficulty in the United States of procuring proper Libraries for Schools, keeping out bad Books, and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West."

Examples of the practice in other States, and in Nova Scotia, Australia, etcetera, (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the Special Report just adopted.

As to the evils, even in our own Province, of placing works of a doubtful kind in the hands of youth, we refer to the painful cases on this subject mentioned in the *Journal of Education* for April, 1861, and the further illustrative papers on the subject in the *Journal* for November, 1865.

CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS ON THE SUBJECT.

I have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found Regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia, and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says after speaking of some other difficulties in carrying out their Liberal system:—

"But a worse evil grew up in the systematic plans of peddlers to palm upon the Libraries a mass of cheap, trashy, and often pernicious Literature. One or two wealthy Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few Libraries were well selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of Education desired a change."

(See an illustration of the existence of this pernicious system of peddling in our Province, given in *The Globe's Book Trade Review* for 1862, which I quote.)

These "wealthy" and other "Booksellers" here mentioned were determined, however, not to permit their "Trade" to be interfered with by State authority, and their next course of action in the interests of "the Trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

Caution.—School Officers are especially cautioned against travelling Book Peddlers, who, pretending to be Agents of the State Contractors, or asserting that they will sell cheaper than the contract prices, palm on to the Libraries inferior and cheap editions of the work selected, or of worthless Books in their places, and in common and frail bindings. Every Book on this list is contracted for at considerably less than the Publisher's retail price for the same in common binding, while the binding provided for by the contract is a much more expensive as well as durable binding, than ordinary cloth, or even sheep binding.

In the State of New York, the Library System has, under the pernicious efforts of itinerant Vendors, as just pointed out, greatly declined. The *New York Teacher* thus gives some of the reasons for this decline:—

"The Trustees refuse to be troubled with the care of the Library. They exercise a low and pernicious taste in the selection of Books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled Publishers, and the dry, uninteresting matter of some cheap old Book, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable Publishing Houses. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of Teachers' wages, and that, too, when the Section is destitute of many useful items of Apparatus; sometimes even of a Globe and Black-board."

STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS, AND APPARATUS, ETCETERA.

I would now state what are the steps which have been taken by the Ontario Department to supply the School with Prize and Library Books, Maps and Apparatus. In 1850 and 1851, the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with Publishers there to furnish the Department with such Books, etcetera, as might be required, at the lowest rates. The arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading Publishers personally on the subject, which he did, and made arrangements with about fifty (forty-seven) Publishers.

These arrangements for the purchase of Books, etcetera, having been explained to the Committee of the House of Assembly, appointed to inquire into the matter, together with the terms on which the Books are supplied to the Schools, the Committee of the House reported upon the facts as follows:—

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory."

LORD ELGIN'S OPINION ON THE REGULATIONS FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.

"If anything could add force to the Official Documents referred to [detailing the establishment of our Library System], it would be the personal testimony of the Earl of Elgin, who was Governor-General of Canada during the whole period of the establishment and maturing of the Normal and Library branches of the School System, who

familiarized himself with its working, and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School 'the seed-plot of the whole System'; on another occasion, with no less force of heart, he designated 'Township and County Libraries as the Crown and Glory of the Institutions of the Province.' On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate Report of his Canadian administration.

"In that Report, dated December, 1854, he devotes several pages to a comprehensive view of our School System, including a minute account of the System of Public Libraries, and the general machinery and administration of the School Law and its results. . . . After adverting to the comparative state of Education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:—

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first Volume issued from the Educational Department to the Public School Libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. . . . In order to prevent misapprehension, however, I may observe that the term School Libraries does not imply that the Libraries are specially designed for the benefit of Common School Pupils. They are Public Libraries intended for the use of the general population; and they are entitled School Libraries, because their establishment has been provided for in the School Acts, and their management confided to the School Authorities.

"Public School Libraries, then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian System have been borrowed from them. In most of the States, however, which have appropriated funds for Library purposes, the selection of Books has been left to the Trustees appointed by the different Districts, many of whom are ill qualified for the task, and the consequence has been that the travelling Peddlers, who offer the most showy Books at the lowest prices, have had the principal share in furnishing the Libraries. This pernicious system has been revised in introducing the System into Canada; precautions have been taken, which, I trust, will have the effect of obviating this great evil.

"In the School Act of 1850, which first set apart a sum of money for the establishment and support of School Libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following conditions.—'That no aid should be given towards the establishment and support of any School Library, unless an equal amount be contributed, or expended, from local sources for the same object'; and the Council of Public Instruction is required to examine, and, at its discretion, to recommend, or disapprove of, Text Books for the use of Schools, or Books for School Libraries. 'Provided that no portion of the Legislative School Grant shall be applied in aid of any School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval.'

"The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the General Regulations for the establishment and management of Public School Libraries in Upper Canada, the following Rule:— 'In order to prevent the introduction of improper Books into Libraries, it is required that no Book shall be admitted into any Public School Library established under these Regulations which is not included in the Catalogue of Public School Library Books prepared according to law'; and the principles by which it has been guided in performing the task of selecting Books for these Libraries are stated in the following extract from the Minutes of its proceedings:—

“The Council regards it as imperative that no work of a licentious, vicious, or immoral, tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries* . . .”

[A want having been felt by Local Superintendents, and other local School Authorities, of a judicious selection of standard works of Fiction for the Public Libraries, it has been represented to the Council of Public Instruction that such a selection would, to a great extent, supersede the use of pernicious Literature in the Country, and would conduce to the elevation of literary taste, while the strong desire that is felt for light literature for the leisure hour could thus be innocently gratified. The Council acceded to the wish thus expressed in 1868, and have authorized a selection of approved works of fiction to be placed on the Catalogue.]

REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS, TO THE PUBLIC SCHOOLS.

These Regulations are as follows:—

“1. The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than Five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any Person, acting on behalf of the Municipal, or Trustee, Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, to be sent, can always be made by the Department, when so desired.”

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

“The Public School Libraries are becoming the crown and glory of the institutions of the Province.”—*Lord Elgin*.

“Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed.”—*Horace Mann*.

Under the Regulations of the Department, each County Council can establish four Classes of Libraries in their Municipality as follows:—City, Town, Village, and Township Councils can establish the first three Classes, and School Trustees either of the First or Third Classes.

1. An ordinary Common School Library in each School House for the use of the children and Ratepayers.
2. A General Public Lending Library, available to all the Ratepayers of the Municipality.
3. A Professional Library of Books on Teaching, School Organization, Language and kindred subjects, available to School Teachers and Superintendents alone.
4. A Library in any Public Institution, under control of the Municipality, for the use of the Inmates, or in the County Jail, for the use of the Prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the Autumn and Winter months), suitable reading Books for the Pupils in their School, either as Prizes, or in Libraries. Having given the Pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

* The first and part of the second of these paragraphs have been adopted in the new School Law and Regulations of New Brunswick relating to Public libraries.

PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

1. In the Departmental Catalogue are given the net prices at which the Books and School Requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case, Cash must accompany the Order sent.

2. Text Books must be paid for at the full Catalogue price. Colleges, private and Sunday Schools, will be supplied with any of the articles mentioned in the Catalogue at the prices stated. Local Superintendents and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

SUNDAY SCHOOL BOOKS, MAPS AND REQUISITES.

Books, Maps and other Requisites suitable for Sunday Schools, or for Library, or other Literary Associations, can, on receipt of the necessary amount, be supplied from the Depository, at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

ROUTINE IN THE DEPARTMENT IN REGARD TO THE DEPOSITORY.

From the Report of the Committee of the House of Assembly, and from the Memorandum of the Deputy Superintendent laid before the House of Assembly in 1869, with the Chief Superintendent's Return on the subject, there are the following passages relative to the Routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows:—

2. The Memorandum of the Deputy Superintendent states that all orders for England or the United States for Books and Requisites are prepared by him for approval by the Chief Superintendent. Requisitions for Articles to be manufactured in the City are supervised by him, for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisitions to the Stationery Office, and all orders for printing to the Queen's Printer from the Department and Normal School, are made in the same manner.]

All Contracts, Agreements, Bills and Invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the Sales Paper, and approved by him before being sent off by post.

The selling prices of all Library and Prize Books, and all other School Requisites received from England and elsewhere, are, under the general scale approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of Books for local School Libraries and Prizes, after revisal by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the Books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of Library and Prize Books entirely to the Department. In such cases, regard is had to the condition of the School, the number and ages of the Scholars, the character of the neighbourhood, whether old, or new, settlement, and the attainments of the Pupils, the nature of the population, whether Protestant, or Roman Catholic, or mixed nationality,—whether Irish, Scotch, or German, etcetera, or any other peculiarity suggested by the parties sending the order, or incident to the case.

NOTE. Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each Clerk having anything to do with an Order affixes his initials to it, indicating that part of it for

which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect, or omission, is readily traced. In a year's transactions, involving the sending out about \$35,000 worth of material to the Schools, not more than from six to eight cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the local parties themselves.

THE EDUCATIONAL DEPOSITORY ASSAILANTS IN NEWSPAPERS.— REPLIES.

A section of the Booksellers, being represented by some of the Newspapers in their attacks, replies were sent to them as follows:—

THE CHIEF SUPERINTENDENT TO THE EDITOR OF THE GLOBE.

In this morning's *Globe* I observe an editorial Article . . . on "The Government Book Store"

I shall not make any remark as to the tissue of inaccurate statements contained in your remarks. I have assigned any needful vindication of that branch of the Department to those who have the immediate oversight and management of the Depository, simply suggesting that any misrepresentation should be corrected through the medium by which it is made,—in accordance with the advice of the late Lord Macaulay. He said:—

"No misrepresentation should be suffered to pass unrefuted. When a silly Letter makes its appearance in the corner of a provincial Newspaper, it will not do to say, 'What Stuff!' We must remember that such statements constantly reiterated, and seldom answered, will assuredly be believed."

Two Parliamentary investigations have been instituted on this subject,—the last of which was presided over by the Honourable John McMurrich,—both have resulted in vindicating the Department from every charge brought against it, in demonstrating the public economy and advantage of the Depository. American Educationists, who have visited Canada and written on the subject, have, without exception, named the Canadian System, in this respect, to be the best in America.

In a forthcoming new Edition of the Depository Catalogue of this Department, it is proposed to give the Toronto Booksellers' prices in parallel Columns with the prices supplied to the Municipalities and School Authorities by the Department, and the expense to the Public of each.

Among the most serious charges made by one of the principal complaining parties is this:—That the Department has refused to supply them with Lever's Novels,—including stories of such rollicking Heroes as Harry Lorrequer, Charles O'Malley, Jack Hinton, etcetera,—the Council of Public Instruction, believing that there are too many of such characters in the Country already, without increasing their number, refused to sanction the spending of public money to buy and circulate Books to eulogize them, and place them in the hands of our Youth.

The Government provides its own Stationery and its Military Uniforms and Equipments for those requiring them, and does not leave it to private Stationers, Tailors, or Gunsmiths to do these things; the Government thus aids School and Municipal Authorities with School Apparatus, Prize and Library Books, but for those articles and Books only which, having been examined, are sanctioned by public authority, as a guarantee of public interests. Individuals collectively and alone in any locality have the right of course, to buy and read such Books as they please, as they will buy and wear such Clothes and buy and use such Guns as they please; but national money and national authority should be employed only on what is guaranteed to be for the public good by some national authority. . . .

TORONTO, March 28th, 1870.

EGERTON RYERSON.

SUNDAY SCHOOLS AND MECHANICS' INSTITUTES SUPPLIED, NOT PRIVATE INDIVIDUALS.

Permit me to correct the errors, in regard to the Educational Depository, into which the anonymous Representative of the "Book Trade" has fallen in his Letter published in *The Globe* of this morning.

1. He assumes that the Departmental Regulations published by a Member of the "Young Men's Christian Association" in *The Globe* of the 29th ultimo are new, whereas they have been in existence and acted on for years. . . . Mechanics' Institutes and Sunday Schools have been supplied with Books, Maps, etcetera, since 1851; and one of our earliest Regulations of the Department was that Sunday Schools and Teachers should be furnished with Books relating strictly to their duties, or profession.

2. Not a single Book has ever, to my knowledge, been sold in the Depository to a private individual; so careful are we on this point, that even the Booksellers themselves cannot get Books, Maps, etcetera, from us without giving, in writing, the name of the School for which they may require them.

As to the "silence" of the Department in regard to "its returns of gain, or profit," I refer you to the Report of the Committee of the House of Assembly. In that Report the facts and figures of "the gain and profit" of the Depository are given in detail. Our Stock Books and yearly Balance Sheets will show how carefully these matters have been looked after. The Depository pays its own expenses, of Salaries, Freight, Duty, Insurance, Printing and other Contingencies, and leaves a small yearly surplus, which goes into the "Public Chest," to the credit of the Province.

4. In regard to the statement that the Depository is injurious to the Book Trade of the Province, let me answer it in words of a Memorial presented to the Legislature by Messieurs James Campbell and other Booksellers of Toronto in 1858.

"Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal in fostering a desire for literature among the people of Canada, and has indirectly added to the wealth of persons in the Book Trade, inasmuch as the desire for general literature has been supplied through their means; and your Memorialists would respectfully refer for a proof of this to the Customs Returns attending this branch of trade in the Province of Canada.

"Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of literature would be destroyed, and the advantage lost that Public Schools have enjoyed of forming the nucleus of Public Libraries at an easy and reasonable rate."

TORONTO, April 8th, 1870.

J. GEORGE HODGINS.

THE BOOK TRADE OF TORONTO, 1869, 1870.

The *Toronto Telegraph* thus refers to the state of the Book Trade of Toronto in 1870:—

This important branch of Trade continues each year to show a marked and steady advance in the Country; and it is a gratifying feature to the Educationist and Legislator, as well as to everyone who is interested in the intellectual progress of the people, that there exists an increasing desire for reading among the masses, and an improved and more wholesome taste in the selection and character of that reading.

The Globe also says that:—

The Magazine and Periodical trade is largely on the increase, and both the English and American press teem with new and old issues in this line. The new series of Reading Books still remains in use, which, with some others added to the list, are the work

of our own Publishers, who have now completed arrangement to produce the whole of their series in this Country. There is no reason why the greater part of the School Books used should not be of native production. In fact, the Book and Stationery Trade during the year 1869 has been marked with a spirit of enterprise and progression, from which we augur future and permanent success.

THE BOARD OF EDUCATION IN VICTORIA, AUSTRALIA, ON THE UPPER CANADA EDUCATIONAL DEPOSITORY SYSTEM.

LETTER FROM THE SECRETARY OF THE BOARD OF EDUCATION, COLONY OF VICTORIA, AUSTRALIA, TO THE CHIEF SUPERINTENDENT OF EDUCATION.

The attention of the Board of Education of Victoria has been called to the arrangements made by the Deputy Superintendent of Education for Ontario, when in England, for the supply of Books and School Requisites, as stated in your Annual Report on Education in Upper Canada for the year 1867.

In that Report it is stated that "after sundry conferences and explanations (with several of the Publishers), they were at length induced, with two, or three, exceptions, to agree to an additional discount for cash of $2\frac{1}{2}$, 5, $7\frac{1}{2}$, or 10 per cent. (as the case might be), over and above their former rates of discount allowed to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the old books, *videlicet*:—7 as $6\frac{1}{2}$, 13 as 12; or 25 as 24."

Again, the Deputy Superintendent further remarks that "apart from these personal characteristics of individual Publishers, the publishing trade of Britain seems to have divided itself into two great branches:—1st, the Publishers of miscellaneous Books of all kinds, the copyright of which has either expired, or has never existed in England; and 2nd, those who chiefly confine themselves to the publication of copyright Books. There are several intermediate degrees between these two main divisions, but they can be generally classified under either head. With the former class, who had little, or no, copyright to pay, I was enabled, with one or two exceptions, to make highly advantageous terms; with the latter, who had copyright to pay on nearly every one of their Books, I did not, of course, expect to do as well. There were, however, some gratifying exceptions, while the freshness, originality and excellence of their publications quite made up for the difference in the cost of their Books."

Again,—“Without giving in this Report the specific terms, which I was enabled, on behalf of the Department, to make with the various Publishers, (most of them being special and confidential), I think it but justice to those who acted liberally to our Public Schools to classify them as follows:”— . . .

With reference to the above, I am desired by the Board of Education to express their gratification at seeing that such satisfactory arrangements have been made in regard to this matter, and to state that, as this Board is unable to adopt a similar plan of sending an Agent to Europe because of the great distance, it would be conferring a great obligation upon them if you gave them the benefit of your Agent's assistance, by furnishing a list of the prices paid to Publishers by your Department, and any other information on the subject which would prove valuable to the cause of Education in this Colony.

MELBOURNE, 15th June, 1869.

B. F. KANE, *Secretary*.

NOTE.—A reply to this Letter was sent by the Chief Superintendent, in which he stated that he would write a Circular to the English Publishers, requesting them to communicate direct with the Secretary of the Board of Education in Melbourne for the reasons given in the Circular. The following is a copy of the Circular sent to the English Publishers by the Chief Superintendent:—

I have the honour to state that a Letter, (a copy of which is appended), has been received by this Department from the Government Board of Education for the Colony of Victoria, Australia. As the arrangements made with your House, on behalf of the Department, for the supply of the Public Schools of this Province, with Library and Prize Books and other School Requisites, was, in its nature, confidential, I do not feel at liberty, without your knowledge and concurrence, to comply with the request contained in the accompanying Letter.

I think it would be better for you to communicate with the Secretary of the Board of Education at Melbourne direct, and make any arrangement with him which the Board may desire for the supply of the Schools in Victoria with Books and School Requisites, as in this Province.

I trust that, as the Australian Board desires to avail itself of the advantages derived by the arrangement made by this Department with your House, you will endeavour to meet its wishes as far as possible.

If you have not already done so, I will thank you to send me your latest Trade List and Catalogue.

TORONTO, 4th September, 1869.

EGERTON RYERSON.

OFFICIAL ANSWERS OF THE CHIEF SUPERINTENDENT OF EDUCATION, WITH A VIEW TO DISCOURAGE SCHOOL LITIGATION.

During the transition period in 1870-1871, before the School Improvement Act of 1871 came into operation, local disputed questions on the school Law and Regulations constantly arose. With a view to promote a peaceable settlement of these questions, and to discourage a resort to Courts of Law in regard to them, the Chief Superintendent of Education intimated in the *Journal of Education* that he would answer any questions which might be proposed to him in regard to any School Law matter of doubtful import, or of local dispute. This Explanatory mode of dealing with these matters continued for some time, until the people were enabled to familiarize themselves with the details of the new School Law. I append a few samples of these legal replies:—

1. ADEQUATE SCHOOL HOUSE ACCOMMODATION.

A number of questions was proposed to the Chief Superintendent in regard to what was "adequate School House Accommodation" and other matters. The reply was as follows:—

The Law requires that the Trustees "shall provide adequate accommodation for all the children of school age [i.e., between the ages of five and twenty-one years resident] in their School division" (i.e., School Section, City, Town, or Village). These "accommodations" to be "adequate," should include—

- (1) A Site of an acre, in extent, but not less than half an acre.
- (2) A School House (with separate Rooms where the number of Pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each Child in attendance, so as to allow an area in each Room for at least one hundred cubic feet of air for each child. It shall be sufficiently warmed and ventilated, and the Premises properly drained.
- (3) A sufficient Fence or Paling around the School Premises.
- (4) A Play Ground, or other satisfactory provision for physical exercises, within the fences and off the road.
- (5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, *vide* *licet*, Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.

2. SITE OF THE SCHOOL HOUSE.

In any School Section should a new School Site be deemed desirable, the Trustees, or the County Inspector, can call a School Meeting to decide the question. Should a difference of opinion arise between a majority of the Trustees and the Ratepayers on the subject, the matter must be referred to Arbitration, as provided by law; but the Trustees alone have the legal right to decide upon the size and enlargement of a School Site.

3. ERECTION OF SCHOOL HOUSE, TEACHERS' RESIDENCE, ETCETERA.

The Trustees alone have also the power to decide upon the cost, size and description of School House, or Teacher's Residence, which they shall erect. No Ratepayers, Public Meeting, or Committee, has any authority to interfere with them in this matter. They have also full power to decide what Fences, Outbuildings, Sheds and other accommodations shall be provided on the School Site, adjacent to the School House. To them also exclusively belongs the duty of having the School Plot planted with Shade Trees, and properly laid out. The power of the School Meeting is limited to the single question as to how the money required by the Trustees shall be raised.

4. CARE AND REPAIR OF SCHOOL HOUSE.

Trustees should appoint one of their number, or other responsible Person, and give him authority, and make it his duty to keep the School House in good repair. He should also see that, at a proper season, the Stove and Pipe are in a fit condition, and suitable Wood provided; that the Desks and Seats are in good repair; that the Outhouses are properly provided with Doors, and are frequently cleaned; that the Blackboards are kept painted, the Water supply abundant, and everything is provided necessary for the comfort of the Pupil and the success of the School.

5. DUTIES OF MASTERS IN REGARD TO SCHOOL PREMISES.

The Trustees having made such provision relative to the School House and its Appendages, as are required by law, it shall be the duty of the Master to give strict attention to the proper Ventilation and Temperature,* as well as to the cleanliness of the School House; he shall also prescribe such Rules for the use of the Yard and Outbuildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the Premises.

NOTE.—In addition to the desirability of having the School Premises kept neat and clean, and in good order, the Trustees might see to it that the interior is also made attractive to both Teacher and Pupils, by decorating the School walls with a few choice pictures.

School children become acquainted with pictures, by seeing notable ones on the School Wall—a more or less permanent feature of their daily environment. In the special class-room, where the child does most of his daily work, a single picture, carefully chosen, may exert a deeper and more abiding influence on him than a number selected with less care. Only the best pictures—as Ruskin says—should be given a place on the home walls; for they are things to live with, and to carry permanently in heart and mind.

* Temperature—In winter the temperature during the first school hour in the forenoon or afternoon should not exceed 70 degrees, nor 66 degrees during the rest of the day.

If, in the education of our children, we strive to improve the whole, and not a part of the child, have we right to ignore that part of the child's nature which is artistic, imaginative and poetic?* Certainly not.

The "practical" and "materialistic" side of education often excludes, or wholly ignores, the existence of a high and noble instinct, which, in so many cases, is simply dormant, because it has never been stimulated, or called into life, or being.

Children are generally kept in a School room for six hours a day. If one finds it desirable to have pictures of domestic life in one's rooms at home, how much more important is it to have national and historical pictures in the places of instruction, and in the rooms of a School, where the children sit for so many hours in the day,—day after day,—and year after year. Then, there is the reflex influence of good School-room pictures on the decoration of the Home which should not be overlooked. For, when the children find good examples of art and history on their School-room walls, they come home more or less dissatisfied with the taste, or want of taste, often displayed in pictures there. Thus the children insensibly lead their parents in the matter of art and picture decoration. There is thus a chance to educate parents and children alike, by decorating School-rooms, and keeping them nice. It also leads children, as one writer quaintly observes, into orderly manners.

6. USE OF THE SCHOOL HOUSE FOR NON-SCHOOL PURPOSES.

A Ratepayer objects to the use of a School House for other than School purposes, and asks is there no way to restrain Trustees in such matters.

Answer.—Trustees have no legal power under the School Act to permit their School House to be used for other than School purposes. Usage, however, has invested them with a sort of discretion in this respect, especially in regard to public, or Religious, Meetings.

7. CUSTODY OF THE SCHOOL HOUSE.

A Teacher asks, What control has he over the School House, and what is his responsibility in the matter?

Answer.—The Teacher has charge of the School House on behalf of the Trustees. He has no authority to use the School House other than as directed by the Trustees; nor to make use, (or prevent the use,) of it at any other time than during School hours, without the sanction of the Trustees. At the request of the Trustees he must at once deliver up the School House Key to them, or else lose his legal right to claim any Salary from them.

8. CASE OF THE SCHOOL HOUSE, AND ROOMS, ETCETERA.

A Teacher complains that the Trustees require him to sweep out the School House, and perform other duties in regard to it. He asks:—What protection has he in such a case?

Answer.—It is not the duty either of the Teacher, or Pupils, to make the School House Fires, or to sweep the House itself. The Teacher is employed to teach the School, but he is not employed to make the Fires, or clean the School House, any more than to repair it. It is the duty of the Trustees to provide for warming and cleaning the School House; and it is the duty of the Teacher to see that the provision thus made by Trustees for these purposes is duly carried into effect by the parties con-

* It is clear that the artistic element in the Canadian child's nature is alive and active, as "The Art Department" of the "Young People's Corner," or "Children's Circle," of the Toronto Saturday papers abundantly testify.

cerned. If the Teacher undertakes to see these things done for a certain remuneration, or for what he may have to pay to get them done, very well; but it is clearly the duty of the Trustees to make provision for having them done at the expense of the Section.

9. POWER OF TOWNSHIP COUNCIL TO ALTER SCHOOL BOUNDARIES.—TAXATION.

A Town Reeve inquires as to whether a Township Council can alter the boundaries of School Sections without the actual consent of the majority of the inhabitants of the several School Sections concerned. He also wishes to know whether Trustees can levy and collect a Rate, after the adoption by the majority of a School Meeting of a Resolution against "all taxation," in order to prevent the Trustees from keeping open a School longer than the Public School Fund would defray the expenses of it. The following is the answer to his questions:

1. The object of the School Law was not to deprive a Township Council of the power of altering the boundaries of any School Section without the consent of the majority of such School Section; the object of the Act was to prevent changes from being clandestinely made in the boundaries of School Sections, without giving all parties concerned notice of any alteration, or alterations, proposed, that they might have an opportunity of putting the Council in possession of all they might wish to say for or against such alterations. But, after all parties have thus had an opportunity of a fair hearing, the Township Council has authority to make any alterations in the boundaries of School Sections it may judge expedient, provided such alterations take effect only at the close, or on the 25th December, of each year, so as not to derange the calculations, or proceedings, of the Trustees in the course of the year. The only case in which the formal consent of the majority of the inhabitants of School Sections is requisite in order to an alteration in their boundaries, is in uniting two or more Sections into one.

2. In reply to your second question, I remark that the last part of the Resolution of the School Section Meeting which you enclose, containing the words "and no taxation," is null and void, and of no more effect than if it had not been adopted; as the School Act expressly authorizes the Trustees to levy any additional Rate they may think necessary to pay the balance of the School expenses; and this Rate, as the Attorney General has decided, cannot be merely on Parents sending their children to the School, but must be on all the ratable property of the School Section.

10. TAX ON PARENTS, IS SUCH UNLAWFUL?

A majority of a School Section Meeting adopted a Resolution in favour of supporting their School by taxing every man in the Section according to the number of his children between the ages of five and sixteen years; a Local Superintendent inquires if such a Tax is lawful. The following is the answer returned:—

It is contrary to law to levy a rate on children of school age without regard to their attending the School; or, in other words, to tax a man according to the number of his children between 5 and 16 years of age. The School Act authorises three modes of providing for the expenses of the School,—namely, voluntary subscription, Rate Bill on Parents sending children to the School, and Rate on property; and if the sum authorized by either of these latter modes of supporting the School be insufficient to defray all the expenses incurred by the Trustees, then they have authority to levy any additional Rate on the Property of the whole Section to provide for the payment of such expenses.

11. POWERS OF TRUSTEES.—ANNUAL AND SPECIAL SCHOOL MEETING. UNION SCHOOLS.

A Local superintendent proposes seven questions, the import of which may be inferred from the following Answers to them:

"1. If the Trustees of a School Section do not keep open their School, though abundantly able to do so, the constituencies that elected such Persons as Trustees must suffer the consequences of their conduct, like the Constituencies of an unfaithful Member of Parliament, or a Municipal Council.

"2. The School Act points out the way, and the only way, in which School Sections can be divided, and their School House property be disposed of.

"3. The Electors who neglect to attend the Annual School Meeting of their Section, have no just reason to complain of any decisions of such Meeting, any more than Electors, who neglect to vote at the election of a Councillor, or Member of the Legislature, have just reason to complain of the result of such election. But Trustees, if they think proper, can call a Special Meeting for any School purpose whatever.

"4 and 5. All that an Annual School Meeting has power to do is enumerated in the sixth Section of the Consolidated School Act. The Trustees alone, and not any Public Meeting, have the right to decide what Teacher shall be employed, how much shall be paid him, what Apparatus shall be purchased, what repairs shall be made, how long the School shall be kept open; in short, every thing that they may think expedient for the interest of the School. No Special School Meeting called by the Trustees, (or the Local Superintendent,) has a right to decide any other matter, or matters, than such as are specified in the notice calling such Meeting.

"6. Each Union School Section is to be regarded as a Section of the Township within the limits of which its School House is situated, and to receive its Apportionment from such Township only."

12. RIGHT OF TRUSTEES TO PROCURE APPARATUS.

Some persons in a School Section objected to paying their School Rate because the Trustees included in it the sum necessary to pay for certain School Apparatus. The Trustees inquire if they can enforce the payment of the Rate. The following is the answer to their inquiry:—

"You have ample authority to include the expense of your School Apparatus and all other expenses of your School in the Rate on property which you propose to assess; nor was it necessary for you to call a Meeting in regard to the purchase of the Apparatus, as the 4th clause of the 27th Section of the Act leaves all such matters to the discretion of the Trustees, as the representatives of their School Section."

13. RIGHT OF TRUSTEES TO TAX SCHOOL SECTIONS.

Several persons in a School Section refused to pay the School Rate levied by the Trustees, because they had not called a Meeting to get its sanction as to the amount of the Teacher's Salary and other expenses incurred in support of their School. The Trustees ask whether they had proceeded according to law. The following is the answer to their inquiry:—

"The majority of the Trustees of any School Section have the right to decide what expenses they will incur for School Apparatus, Salaries of Teachers, and all other expenses of their School. The Trustees are not required to refer to any Public Meeting whatever as to the nature or amount of any expenses they may judge it expedient to raise to promote the interests of the School under their charge; they have only to leave to the decision of a Public Meeting the manner in which such expenses shall be paid, and then if such Meeting does not provide adequate means to defray the expenses incurred, the Trustees have authority to provide for the balance of such expenses by assessing the property of their Section."

14. TEACHERS' QUARTERLY EXAMINATIONS.

A Teacher asks, How often should School Examinations be held? Who is responsible for holding them,—the Trustees, or Teacher?

Answer.—The Law requires the Teacher to hold an Examination of his School once a quarter. He alone is responsible for neglect in not holding them. The Trustees have no power to prevent them being held. They, as well as the Parents, should, without fail, be invited to attend and witness them, as required by law. A written notice of the time of Examination should be sent by the Teacher to the Trustees, but it will be sufficient to notify the Parents verbally through the children.

Teachers are Public Officers, and are required by law to hold these Examinations at the end of every Quarter. The Parents and public have a right to know how the School progresses, and the best popular evidence that can be given is generally afforded at the Quarterly Examinations.

In order to test the real condition of the School, the Local Superintendent should not be satisfied with the results of the Quarterly Examination. He should choose an ordinary School working day on which to hold his Inspection, which should be thorough and minute—but of his visit no previous notice should be given to the Teacher.

Should Teachers fail to hold the Quarterly Examination of their School, it is proposed to deprive them of any share in the School Grant for such neglect.

15. FREE PUBLIC SCHOOL LIBRARY.

The Consolidated School Act declares that "It shall be the duty of the Trustees of each School Section, and they are hereby empowered; to appoint a Librarian and to take such steps authorized by law as they may judge expedient, for the establishment, safe keeping and proper management of a School Library for their Section." In case they neglect to appoint a Librarian, the School Regulations provide that the Master shall act as Librarian, and shall see that the Regulations in regard to the Libraries are duly carried out. Trustees are not required to consult a Public Meeting on the subject; but the Law makes it their duty as Trustees to provide a Library for the School, under the Departmental Regulations.

GRAMMAR SCHOOL MASTERS' ASSOCIATION, 1870.

SUPERIOR EDUCATION.—OLD AND NEW SYSTEMS.

At a Meeting of the Grammar School Masters' Association, it was moved by Mr. Lennox, seconded by Mr. Woods, That the following Masters be a Committee to draft a Grammar School Bill, to be submitted to the Association at the next general meeting:—Messieurs Strachan, Hodgson, Seath, Woods and Hunter.

Mr. Hunter, (Dundas), said a very important change had been made in the manner of conducting Grammar Schools. Under the old system the Classics were the basis of Grammar School Education. Everything was moulded to suit that classical basis. In the new system, as he understood it, it was proposed to make English the basis. He saw in the Papers of the day reference made to the Prussian System. In that system, as he understood it, they had two classes of Schools; one they called the *Real Schulen*, or, as we would call them, Mathematical Schools, and the other the *Gymnasias*. Some advocate the establishment here of Collegiate Schools, which would be somewhat similar to the Prussian School. Now, the Grammar Schools are somewhat similar to the Prussian Schools. In the *Real Schulen* the Classics are taken as a basis; in the *Gymnasias*, the teaching was of a more practical character. It was quite clear to him that if we adopted the Prussian System, it should be adopted in its entirety. If the Collegiate Institutes were to be considered as *Gymnasias*, the High Schools should be made equal to the *Real Schulen* of Prussia. And all this change must evidently be accompanied by a similar change in our University. The Grammar Schools must occupy an inter-

mediate position between the Common Schools and the University. If so, the University System must be modified greatly, he should say, by establishing a new Degree of Bachelor of Science, having a course specially arranged similar to the training in the High Schools.

Mr. Seath.—It is practically done in the University.

Mr. Hunter said it was so in some measure. It would be, perhaps, easier to have a distinctive Degree, as in the English Universities. It was quite clear to him, that if the High School System were adopted it would be necessary to frame a Curriculum to correspond with that of the University. Otherwise, there would be nothing definite for which the Boys would be working. Now, in taking English as the basis, as it was proposed, the danger appeared to be that there would be no clearly defined line between the High Schools and the Common Schools. That was one difficulty that appeared to him in reading over the proposed School Law. He feared there would be a kind of vanishing line between the two Schools. The result would be that Grammar School money would be expended, as had hitherto been done to a slight degree, in Common School Education.

A good deal of discussion arose in regard to the Council of Public Instruction and its functions. In regard to the School Law

Mr. Woods said a great difficulty existed in the many changes which were being made in the School Laws. He now spoke of the efficient Grammar Schools, because, after deducting the less prosperous Schools, there were still a large number which were most efficient.

Mr. Kirkland said Doctor Ryerson had to bear a great deal of blame which he did not really deserve. In 1856 or 1857, he brought in a Bill which, if it were before the County now, the majority of Teachers would say was a good Bill. He took it to Quebec, and every Section was taken out of it that was worth anything. There was everything in that Bill that the Association now contended for. The Common School Bill, which had met with general favour throughout the Country, had been torn to pieces by the Legislature. . . . He held that the principal object of Grammar Schools was for teaching higher English branches and Natural Sciences, and then Classics and Mathematics sufficient to prepare Students for the University. He thought Upper Canada College should be placed under the same Regulations as the Grammar Schools. It should be submitted to surveillance the same as the Grammar Schools, and to use the same Text Books, and then, perhaps, they would have a fair race in educational matters. . . .

Mr. Hodgson contended for a uniform system.

Mr. Lennox was sorry that such a narrow view had been taken of this question. The chief object of Education was to prepare the mind to grapple with any subject which might come before it. He did not approve of many changes.

Mr. Sargent, (Ingersoll), said fault had been found with the Grammar Schools that the English training was deficient. That was more the fault of the Common Schools in which the Pupils were prepared, before being sent to the Grammar Schools. . . .

Mr. Wood believed the Teachers should be permitted to educate Pupils to a certain stage in English branches, and afterward put them into Classics. If a Boy were to be a Mechanic he could be trained in Mathematics; if he were to be sent to the University, he could be taught the Classics and higher Mathematics. He believed Pupils should be taught the English language thoroughly. A Pupil should be so thoroughly trained that he could take up a Book or a Paper, and go through

it, giving the origin of each word in it, whether it was derived from Saxon, Latin, Greek or French.

Mr. Seath could not see that the system of Education under the present Law was at fault. A great deal of the trouble arose with the Teachers themselves. They admitted Boys from the Common Schools who were not fit to enter Grammar Schools. If the present system were properly enforced there would not be so much trouble. He believed a Grant of \$750 was not too much to give a good Collegiate School. The Teachers must necessarily be thoroughly competent men, and they should receive a higher salary than Grammar School Teachers.

Mr. Woods moved, seconded by Mr. Tytler, that the Association would respectfully recommend that in any future legislation on the Grammar School subject, the basis of appropriation should not be confined to Classical Studies alone, but that due regard should be given to a thorough English training.

Mr. Bell said the fault lay in the Law itself. The Legislative Grant is distributed according to average attendance. As long as this mode is in operation, the evil will still exist. I would propose a plan that would remedy this evil. It is this. Let the Legislative Grant be proportioned to amount contributed by Board of Trustees. Let a minimum amount be fixed for Trustees to contribute to entitle the School to the Legislative Grant; let the County Council contribute an equal amount; let the Legislature contribute an amount equal to those two. The motion was carried.

At a subsequent Meeting of the Grammar School Masters' Association, held in September, the following proceedings took place:—

REPORT OF THE COMMITTEE ON THE GRAMMAR SCHOOL BILL.

In the Report now submitted, the Committee beg to present those points, which, in their opinion, require to be provided for in any future legislation relative to Grammar Schools. The subject will be most advantageously treated by considering first the Status and Duties of Grammar Schools.

The functions of the Grammar Schools practically arrange themselves under two chief heads:—

The imparting to advanced Common School Pupils a training, linguistic, or scientific, or mixed,—this training being preparative for the various Competitive Examinations, especially for the University Matriculations, the Entrance Examinations of the Law Society and Medical Council, the Examinations for Common School Certificates, and probably hereafter in Canada, as now in England, the Examinations for the Civil Service.

The imparting to a considerable number of advanced Common School Pupils their final scholastic training previously to their entering on the practical business of life.

THE ADMISSION OF THOROUGHLY PREPARED PUPILS TO THE GRAMMAR SCHOOLS.

The definition above given of the Duties of Grammar Schools takes for granted that they receive at regular intervals an accession from the Common Schools of thoroughly prepared Pupils.

First, as to the regularity of supply, frequent complaint has been hitherto made, that, even in the case of Union Schools, no provision exists in the Law for the promotion of Pupils from the highest department of the Common School to the Grammar School. As a consequence of this omission, the Law practically delegates to the Pupils themselves the responsible duty of determining the nature and the extent of their scholastic training. The absurdity of compelling Trustees to make a separate provision for the instruction, in the same branches, of Pupils of the same stage of advancement, and

taught in adjacent Rooms of the same Building, is too manifest to require further illustration.

Then, as to the standard of admission. In the case of Pupils intended for the Classical Course, the standard ought to be not lower than that at present enforced; for the non-classical Pupils the standard should be such as not to interfere with Common Schools of average efficiency.

NECESSITY FOR INCREASED INSPECTION OF GRAMMAR SCHOOLS.

Lastly, as to the mode of conducting the Examination for admission. The proposed transfer of this Examination to the County Superintendent, within whose County, or half County, the Grammar School may be situated, is open to the very grave objection that there would no longer exist any uniformity in the standard of admission. The test applied would theoretically be uniform, but each one of the forty-two or more, County Superintendents would certainly interpret the requirements of the standard according to his own peculiar ideas, precisely as at present. Although the printed standard for County Board Certificates is identical everywhere throughout Ontario, the Examination Papers, professing to be based on that standard, are notoriously and grossly unequal in their requirements. The system of admission at present in force has done much for the elevation of the Grammar Schools. It, moreover, gives the utmost uniformity of procedure, and so affords a valuable basis of comparison. This latter is all the more important, because under the system, both present and proposed, the public money is apportioned on the basis of inspected Pupils. The objection against the continuance of the present system appears to be that this Entrance Examination occupies too much of the Inspector's time. Here, however, the objection seems to be altogether falsely taken,—the alleged inconvenience is due not to the system itself, but to the insufficient machinery provided for its administration. The energies of the present efficient Inspector are greatly over-taxed in attempting to accomplish work which would certainly occupy the whole time of two Inspectors.

THE CURRICULUM OF THE GRAMMAR SCHOOLS.

The Curriculum of the Grammar Schools must evidently be made to harmonize more completely than it does at present with the two-fold class of duties fulfilled by those Institutions. Much of the Master's time is at present unprofitably consumed on conflicting Programmes of Study. It would be a measure of the utmost importance if the subjects of all other public Examinations coincided with the subject prescribed for junior Matriculation in the University of Toronto, or were drawn exclusively from among those subjects; and if, on the other hand, the junior Matriculation of the University were so enlarged, by a system of options, as to embrace the requirements of the two great classes of Pupils described above as attending the Grammar Schools. By thus enabling the Masters to concentrate their energies, a more thoroughly-trained class of youth would leave the Grammar Schools for the University, for the Professions and for the various industrial occupations.

THE PROPOSED HIGH SCHOOL SCHEME.

The proposed scheme for the conversion of the Grammar Schools into High Schools is based on the substitution of Physical Science and the Higher English for the Ancient Classics. As a necessary complement to the scheme, and in order to prevent the study of the Classics, henceforth optional, from falling into neglect, the establishment of Collegiate Institutes has been provided for. There are two dangers connected with this scheme to be apprehended and to be avoided. 1. The unnecessary increase in the number of High Schools, which must degrade the Common Schools, and exhaust the fund available for the maintenance of already-existing High Schools. 2. The dangerous necessity of setting up Collegiate Institutes on too slender a maintenance, as was

proposed in the late High School Bill, and so entailing on the Institutes, from their very inception, a career of difficulty and disaster. The present Grammar School Fund is, of course, much too limited to yield the additional Grants demanded by this new class of Institutions.

FINANCIAL ASPECT OF THE GRAMMAR SCHOOL QUESTION.

The financial aspect of the question is by far the most important, and it has hitherto, in our judgment, received insufficient attention. In the Bill submitted to the Legislature at its last Session, we are unable to discover any new means provided for the support of Grammar Schools. All the machinery professedly supplied by the new Bill is quite accessible, as the Law now stands, to the Trustees of Union Schools. The Bill would merely have the effect of forcing a union, where such a measure is at present regarded as unnecessary, and where it will doubtless be distasteful. The strong tendency moreover of the late Bill was to throw the burden of supporting the Grammar Schools on the already over-taxed local Municipalities. The County Councils, on the other hand, which, as a class, rank among the wealthiest of our Municipal Corporations, and which contribute towards educational funds a sum at present very trifling in amount, and annually decreasing relatively to the increasing wealth of the Country,—these wealthy and slightly-taxed Municipalities were practically relieved from contributing. Nothing could be more unjust to the Grammar School Trustees of Towns and Villages than to make the County Grant dependent on the County attendance. This attendance is, from the distance to be travelled, from the exigencies of agricultural operations, from epidemics actual or rumoured, and from many other causes, extremely fluctuating in its character, and equally fluctuating would be of course any Grant based on such attendance. The Trustees, when engaging a staff of Masters, have to provide for the adequate instruction of this influx of country Pupils, and it is quite evident that, with every oscillation in the attendance of such Pupils, the Salaries of Masters cannot be made to be at all in unison. The expense entailed on the Trustees is certain, while the means of meeting that expense, as provided by the late Bill, is to the last degree uncertain. There is no subject on which Grammar School Masters are so unanimous, as the necessity of compelling County Councils to furnish, for the support of such Grammar Schools, as shall hereafter continue to be maintained within their respective Counties, a sum at least equal to one-half of the Government Grant.

The County Councils, on being thus compelled to contribute towards the maintenance of the Grammar Schools, ought to continue to enjoy their present representation in the Trustee Boards. This power of nomination is, we believe, in the great majority of cases very judiciously exercised by those Municipalities. If any change in the appointment of Trustees were made, we incline to the opinion that the change ought rather to proceed in the direction of nominated, as opposed to elective Trustees.

ONTARIO TEACHERS' ASSOCIATION, 1870.

WHAT SUBJECTS SHOULD BE TAUGHT IN OUR COMMON SCHOOLS.

At a Meeting of the Ontario Teachers' Association in 1870, Mr. Miller, of Goderich, said that, in the subjects taught in the Schools, they should take Reading first, then Writing, and, lastly, Arithmetic. He thought also that they should take Music. It was true that every Teacher was not compelled to impart musical instruction, but he thought that they would be consulting their own interests if they made use of Music to relieve the tedium of their daily toil. He thought, however, that they should spend the greater portion of their time in teaching the ele-

mentary branches. In fact they could not devote too much time to those subjects. He believed if they gave more time than they did to these subjects and less to Algebra, Geometry, etcetera, they would have far better educated men and women throughout the Country than they now had. After Music he would take up Grammar, but before putting the Book into Pupils' hands would give them a good idea of what they were about to study. In Grammar he would, of course, include Spelling and the definition of Words. After Grammar he would teach Physiology, then Geography, and next History. Both in History and Geography he would commence with the Township in which the School was situated and gradually extend outwards. He would then take up the highest studies, such as Astronomy, Algebra and Natural Philosophy. Lastly, he would be in favour of teaching Military Drill. A good knowledge of Military Drill was of the utmost importance. We were peculiarly situated, and it was very necessary that every man should have a knowledge of military tactics.

Mr. J. Cameron was in favour of giving a good deal of prominence to Algebra, Mensuration and Geometry. In Schools it was generally the plan to teach Arithmetic by rule and not by reason; but if Algebra was well taught, it assisted in conveying a rational idea of Arithmetic.

Mr. Scarlatt thought that primary subjects could be easier taught orally than by means of Books in the Common Schools.

Mr. Stratton, of Peterborough, thought that Reading, Writing and Arithmetic, were the ground work of a good English education. The first was the means by which we gained most of our information. The other subjects should, he thought, be taken up simultaneously, not for the purpose of crowding too much on the minds of Pupils, but in order to render their studies agreeable to them by giving them variety.

WHAT MEANS CAN BE ADOPTED TO INDUCE PUPILS TO PURSUE A PROPER COURSE OF READING AFTER LEAVING SCHOOL?

Mr. Wm. Watson, of Weston, said that there were two means of acquiring power, either by wealth, or by knowledge. and it was very desirable that no means should be left untried which would be likely to aid in promoting the growth of power by knowledge. He did not think that, in order to secure accuracy, it was necessary to confine teaching to one, or two, subjects only.

Mr. Landon, of Blenheim, thought that a change was required in the mode of teaching.

Mr. Chesnut was of opinion that home influence was the chief thing to be considered. In all their discussions and work they should not lose sight of this great influence.

Mr. Moran, from Waterloo, thought the best solution of the question would be found in the establishment of a School newspaper. There was great need for this step, which would supply a want now felt. It would, in some measure, supplant the Dime Novels and other loose literature which was now so plentiful.

Mr. MacMurehy said it might be of a similar description to the *British Workman*, or *Child's Companion*, but published weekly, and be distributed to the Pupils of Common Schools in the same way in which the Sabbath School periodicals were distributed.

Mr. John Cameron was of opinion that Object Lessons were among the best means of inducing the Pupils to think for themselves.

Mr. Campbell believed that one great argument in favour of the establishment of a School Paper was the fact that it would tend to displace from its present position the mischievous literature of the present day.

Mr. King moved that the President appoint a Committee to consider the feasibility of establishing a Paper suitable to the requirements of the Pupils of our Common Schools.

A PAPER SUITABLE FOR PUPILS.

The Committee who were appointed to bring up a Report embodying the views of the Association on the question discussed at the morning meeting, presented the result of their labours. Mr. Miller, of Goderich, read the Report, as follows:—

Resolved, That, in the opinion of this Convention, the best means to be adopted to induce Pupils to pursue a proper Course of Study after leaving School, are, 1st, That the Teacher at all times conduct the work of the School in such a way as to make the attendance of the Pupils a pleasure, instead of a task; to ground the Pupil thoroughly in every subject taught; and, by all means, to avoid the examining system, so much in vogue, and thus, by creating an interest in the work in which the Pupil is engaged, offer inducements to prolong the Course of Study, so that the rich mines of Literature may be opened up, and when once explored, create a greater stimulus to increase his store of knowledge. 2nd. That Teachers make it a part of their duty to inculcate, at all times, the many and valuable advantages arising from the possession of a well-read and cultivated mind. 3rd. That the practice of spending one afternoon of the week in reading selections from whatever source chosen by Pupils, and criticizing thereon, as also the very frequent exercising of the Pupils by preparing original Compositions on the subject of study, be highly recommended. Also that a Chart embracing the various departments of knowledge, with divisions and sub-divisions, systematically arranged, and with a list of Text Books thereon attached, be prepared and suspended in our School Rooms, and used in connection with Lectures, or conversation with the Pupils on the afternoons devoted to this purpose. Your Committee would close the Report by stating that well-conducted Mechanics' Institutes, Literary Associations, Young Men's Christian Associations, and the very excellent Libraries supplied by the Education Department are of so much benefit that their importance and value cannot be very readily estimated. The Report was adopted after a short discussion.

REPORT ON THE VARIOUS COMMON SCHOOL TOPICS PRESENTED TO THIS CONVENTION.

The following Report was submitted by the Committee of Common School Masters appointed to consider this subject:—

The Committee beg leave to report:—1st. That the thanks of the Profession and of this Association are due to the Chief Superintendent of Education for his efforts at framing the proposed amendments to the Common School Acts of Ontario, and for pressing the same upon the attention of the people and Legislature of Ontario, containing, as they did, features, which, if adopted, would improve and render more effective the Schools of the Provinces. And further, that this Association respectfully request the Chief Superintendent to urge upon the Legislature the necessity and importance of the proposed amendments. 2nd. Your Committee would recommend that the Association respectfully direct the attention of the Chief Superintendent of Education to the Amendments proposed by the Board of Directors of this Association in January, 1869. 3rd. That, in the event of the principle of Compulsory Education being adopted by the Legislature, your Committee deem that the establishment of

Industrial Schools will be absolutely necessary, to receive Vagrant children and incorrigibles. 4th. Your Committee regret that the Clergymen of the Province do not avail themselves of the provisions of the School Law in the matter of the Religious Training of the Pupils of our Schools. 5th. We would urge upon the Profession the duty of cultivating a high feeling of Professional etiquette towards each other. A Member of the Committee, in introducing the Report, referred to the evil resulting from a lowness of professional training. . . .

THE TEACHING OF ENGLISH IN PUBLIC SCHOOLS.

"The Study of English in our Public Schools," was then taken up. Mr. Seath said that the Reports of the Grammar School Inspectors, particularly those of Professor Young and the Reverend J. D. Mackenzie, showed clearly that a complete change was necessary in the mode of carrying out the Programme of Study prescribed for our Public Schools. Mr. Seath generally condemned the excessive attention paid to the study of the Classics, and made some suggestions as to the manner in which the study of English could be improved. Mr. Scarlett coincided with the views of Mr. Scott, considering that sufficient attention was not paid to the study of English.

Mr. Young had heard Members of Parliament make gross mistakes, and even Clergymen were not entirely free from error. The great problem was how to teach English well, while so much time was also devoted to the Classics and other special educational departments.

Mr. Hodgson thought that a Boy could be made to understand a sentence as soon as he could parse it. Time spent in perfecting the study of English would render the Pupil a thorough master of the English language. The teaching of English thoroughly was a *desideratum* in all their Public Schools. He required a Boy to learn the substance of the rules of Grammar, but he did not press the recollection of the very words in which they were printed in the Text Books.

Mr. Chesnut referred in deprecatory language to the Grammar Book authorized by the Council of Public Instruction.

Mr. Stratton moved that a Committee be appointed to represent to the Council of Public Instruction the importance and necessity of withdrawing the sanction they have given to the English Grammar, and as soon as possible to provide a Text Book in its place suitable for the requirements of Canadian Schools.

The following Resolution was proposed by Mr. Brown:—

That although this Association deprecates the too frequent changes in Canadian Text Books, yet, because of the expressed dissatisfaction of Teachers with the English Grammar now authorized, resolves that a Committee be appointed to confer with the Council of Public Instruction on the necessity for a change of the Text-Books named in this Resolution.

Mr. McCausland moved the following as an amendment:—

That a Standing Committee, consisting of five Members, three of which to form a quorum, shall be appointed, whose duties it shall be to report annually to this Association upon all matters respecting the School Books used in the Common Schools of Ontario, and that the proposed Resolution be referred to said Committee.

Mr. John Moran seconded the amendment. The first Resolution was then put. The votes were equal, and the Chairman gave his casting vote in favour of the motion, which was carried. The second Motion was then put and carried.

THE ADVANTAGES OF TEACHERS' INSTITUTES.

Mr. Miller, of Goderich, introduced the subject of "Teachers' Institutes." They were assemblies of Teachers convened for the purpose of receiving and imparting instruction in the art of teaching, being, in fact, Normal Schools for the time being, although not conducted with so much system and preparation. The exercises should consist mainly of lessons, given by some experienced Teachers; of mutual instruction by the Members; of free discussions; and of Lectures delivered by Gentlemen of experience and ability. The objects were to impart to the Teacher a knowledge of the philosophy of his profession. Every Teacher should be practically the Text Book himself, and the principles as well as the minutiae of every subject should be thoroughly discussed and understood. And a second object was to create and maintain a sympathy between the Teachers and People. The Teacher and Parent should meet together at these Meetings very frequently. The third object gained was that Teachers were brought into direct intercourse with one another, and thus break down the barrier that too often exists among Teachers. They would gain intellectually also. Another very important feature was the opportunity which Teachers' Institutes afford of introducing into the practice of the Profession such new improvements as were made in the Science and Art of Teaching. The value of Teachers' Institutes arose from the fact,—First, That they supply a system of training to those who cannot be reached by Instructors in Colleges and Normal Schools. A few days spent at Institutes in the art of applying their knowledge would better prepare them for the test required for qualification, while, at the same time, it would obviate a difficulty which now exists, that of memorizing for the examination. They would have a tendency to introduce a system of training similar throughout the Country, and thus save much valuable time and money. The frequent change of Teachers in the Schools was one of the greatest evils in connection with our System. Thus much valuable time was lost by those least able to bear it. Teachers' Institutes would supply the want now existing of training our young Teachers, and the better preparing them for the arduous duties of the Profession. Institutes are carried on successfully in many of the States of the neighbouring Republic, and the results are very beneficial. The Government should provide the means to carry on these Institutes. Teachers did not attend these Associations nearly so much as they might do, and they could not expect the Government to provide Institutes, when, at the same time, the existing means of Teachers' communication and improvement were not availed of. This was the chief thing which was required in order to obtain professional ability.

Mr. Scarlett thought that, if the rule was adopted that no Certificate was legal unless the Teacher had attended a Session of the Teachers' Association, it would answer every purpose that could be gained by the proposed Institutes. The difference would be in name only, with the exception that the expense of the existing Associations would be much less than that attending the Institutes proposed.

The Reports of Delegates were then presented. The Reports generally showed that the County Teachers' Associations were in a most flourishing condition throughout Ontario. Messieurs Yeoman and Platt, of Prince Edward; Messieurs Strong and Harvey, of North Grey; Mr. Scarlett, of Northumberland; Mr. King, of Waterloo; Mr. Stratton, of Peterborough; and Mr. Watson, of Township of York, each addressed the Meeting, pointing out the great desirability of each School Teacher in the Province joining the Association of the County in which he was located. Mr. Harvey, of Grey, said that there were fifty Schools in his County,

and out of that number twenty-five Teachers had been enrolled on the list of the Association.

The following is a Report of Mr. Platt, of a local County Association:—

Our Prince Edward County Association was re-organized upwards of a year ago, and has had three semi-annual meetings of increasing interest. As President, as well as County Superintendent of Schools, I forwarded to nearly every Teacher in the County a Programme of the subjects to be discussed at the Convention.

On the first day of Meeting I was agreeably surprised to see a full attendance from the opening. Many came long distances, and at considerable sacrifice. The first subject, "A Proper Pronunciation," was introduced in an excellent Essay, and earnestly discussed. "Vocal Music, and its Place in the Schools," occupied the time of the Convention during the remainder of the forenoon, and brought out some good ideas. In the afternoon, the attention of the Meeting was given to the following:—"How to Teach Modulation and Emphasis in Reading," "Reduction and Fractions," and "Grammar without Text Books." These practical questions were very thoroughly handled by the Persons appointed. In the evening, a very interesting Public Meeting was held in the Town Hall, Picton, and was well attended. The exercises consisted of an "Essay on English History," a debate on the "Benefits of the Prize System," and an Address on the "Responsibilities of the Teacher," by Reverend N. A. Willoughby, M.A., and Music by the Picton Quartette Club.

On Friday forenoon the subjects taken up were, "A day's Work in the School for Teacher and Pupil," "How to Secure Proper Order," and "Claims of Physical Science as a Branch of Study." In the afternoon, "A Proper Course of Study," and "The Mutual Relations of Teacher, Master and Parents," were ably discussed. Indeed very great interest was manifested during the entire proceedings. Upwards of fifty Teachers were in attendance during the greater part of the time. Several Visitors were also present.

REPORT OF THE ASSOCIATION COMMITTEE ON GRAMMAR SCHOOLS.

Mr. MacMurchy, on behalf of the Grammar School Masters, reported that:—

The Committee would direct the attention of the Convention to the Law affecting Grammar Schools. The great want of the Law is that it does not provide adequately for the support of the Grammar Schools. This weakness has been acknowledged by the School Authorities, and efforts have been made to remedy the defect. The remedy proposed by the Chief Superintendent is contained in the Bills which were before the Legislature last year and the year before, videlicet:—That the people either elect all the Trustees (Bill of 1868-69), or elect part of them, (Bill of 1869-70). Your Committee would recommend that the following proviso be added to Section 2:—"Provided further that from such elected Trustees a Committee shall be appointed by said Trustees to constitute with the appointed Members a Body whose duty it shall be to take due care for the proper management of the High Schools." The Report was referred again to the Committee in order that some points might be further reported upon. It was also moved by Mr. Chesnut seconded by Mr. Stratton "That the Committee report on the work of Grammar Schools and be instructed to examine the Grammar School Law and report separately any and all the suggestions they may have to make on the subject." The Resolution was carried.

PRIZE GIVING AT THE EXAMINATION OF SCHOOL TEACHERS, 1870.

The Boards of Public Instruction in the County of Lanark for the Examination of Persons as School Teachers has introduced a new feature at its Meeting for the Examination of Candidates for the Office of School Teachers, as detailed in the following Letter to the Chief Superintendent of Education: —

It will be, no doubt, gratifying to you who take a lively interest in the advancement of education to learn that the Boards of Public Instruction of the County of Lanark will give Prizes to Candidates for Teacher's Certificates of First and Second Class, at their next Examination of Teachers. There are four Boards in the County of Lanark. One of these, videlicet, the Board of Perth Circuit, at its last Meeting, in May last, passed a Resolution that,—“With the view of encouraging the practice of writing compositions, it was advisable to give Prizes at the next Examination of Teachers to the writers of the three of the best compositions. It was also deemed advisable to give Prizes for general proficiency to three Candidates of each sex who shall have obtained the highest merit number of marks in the First and Second Class. The Perth Board invited the co-operation of the other Boards to petition conjointly the County Council at its June session for money to purchase Books to be given in Prizes. The Council granted the sum of One hundred and forty-five dollars, (\$145.00), which was distributed among the several Boards, proportionately to the number of Candidates who generally come before each Board for Examination. The Council expressed a wish that in Prize giving the Boards would adopt an uniform system of Examination.

SIMULTANEOUS AND UNIFORM SYSTEM OF EXAMINATION ADOPTED BY THE BOARD.

To comply with the desire of the Council, Delegates from the several Boards of the County met at Smith Falls in July, 1870, and resolved that the Examination of Teachers should be held by all the Boards on the same day; that all the questions for the Examinations should be the same. And, with the view of determining, in a more precise and uniform manner, the standing of each Candidate in the subjects examined, they, (the Delegates,) adopted the system of marks in use by the Board of Perth. They framed Rules for the distribution of Prizes, and they made a list of subjects for Composition, so that Candidates might study them, and be prepared to write on any one of the subjects of this list, which may be chosen by ballot at the next Examination.

The Programme for the Examination of Teachers requires Candidates to be able “to write grammatically with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.”

The Members of the Perth Board found but few Candidates who could express their ideas in writing. Many Candidates complained that they were called upon to write on subjects which they never had studied. To encourage Candidates to practise the writing of Compositions, and to obviate complaints, it was decided by the Board to give Candidates a list of subjects to study,—and on the day of Examination to choose by ballot one of the subjects in this list for Competition. It was expected that many if not all of the Candidates would study these subjects, and would be prepared to write on any one that will be chosen at the Examination. Many intending Candidates are studying the subjects for Composition, and are writing Essays, so as to be prepared to write at the next Examination. The hope of gaining a Prize will no doubt stimulate many to study earnestly. The reputation of having gained a Prize at these Teachers' Examinations will no doubt secure for the fortunate Candidates the best situations as Teachers.

THIS ACTION OF THE LANARK COUNTY COUNCIL IS HIGHLY COMMENDABLE.

When we consider the importance of having good Teachers, and what an accomplishment it is for a person to express grammatically his, or her, ideas in writing, we cannot but highly appreciate this action of the Boards of the County of Lanark; their efforts speak well for their practical zeal for the advancement of education. And the readiness of the County Council of Lanark in granting Money for Prizes is certainly deserving of all praise, and well worthy of imitation.

The Council gave the grant as an experiment, and it is hoped that the Council may be induced to continue to make similar Grants in future. This is the first instance of a Grant being made by a County Council to give Prizes at Teachers' Examinations, and is worthy of honourable mention to the Chief Superintendent of Education. The action of the Council has met with the approval of all the friends of education in the County. When it became known that Prizes were to be given to Teachers, for composition and general proficiency, at their Examination, all with whom I had conversation on this topic said it was a move and a step in the right direction.

CONDITIONS ON WHICH THE PRIZES WILL BE GIVEN AT TEACHERS' EXAMINATIONS.

Prizes for General Proficiency will be given at Teachers' Examinations according to the following standard:—

To obtain First Class A prize, a Candidate must have at least above the total minimum of marks according to the accompanying Schedule—one-half of the difference of the total of the maximum and the minimum.

First Class B must have above the total of minimum, at least one-quarter of the difference between the maximum and minimum.

First Class C must have at least the minimum.

Prizes will be given in the Second Class to the three highest above total of minimums.

The following standards for composition and reading have been adopted for the use of Examiners:

Knowledge of subject	40 marks
Grammatical construction and arrangement of sentences ..	35 marks
Punctuation and neatness	25 marks
Total	100 marks

For every word misspelt five marks are to be deducted. The maximum, 100; minimum, 70.

Pronunciation	25 marks
Accentuation	25 marks
Punctuation	25 marks
Modulation of voice	25 marks
Total	100 marks

One mark to be charged for each fault. The maximum, 100; minimum, 70.

The total maximum of marks attainable according to the Schedule is 1,990. The total of minimum marks necessary to obtain First Class, 1,345. To obtain Prizes according to the above standard, Candidates must have at least the following number of marks:—

For Males.—Maximum, 1,990; minimum, 1,345; difference, 645.

For Females.—Maximum, 1,690; minimum, 1,135; difference, 555.

As female Candidates are not examined in Algebra, Euclid and Mensuration the maximum and minimum for males and females differ as above.

First Class Certificates are given according to the above standard.

1st Class A, until annulled. 1st Class B, for three years. 1st Class C, for 1 year.

According to present Regulations Second Class Certificates are given to all who have marks above the total of minimum, for one year.

N.B.—A special prize for the Composition of the subject on the list chosen will be given to the most successful among Normal School Teachers, and others.

PRECAUTIONS TAKEN IN THE MODE OF EXAMINATION.

The Examinations are held in the Town Hall. Each Candidate has a small Desk for himself, or herself. The Desks are six feet apart, and were made expressly by direction of the Board for the Examinations. There is no Whispering, nor any opportunity for Copying. The Examinations last three days. All the Candidates, whether for First or Second Class Certificates, are first examined in the Third Class subjects on the lists; if found competent, and they desire it, they are examined in Second Class subjects on the lists, and then in First Class subjects. The Board was induced to compel all Candidates to be examined in the Third Class subjects on the lists, because many applied for First Class Certificates who were barely able to obtain a Third Class Certificate.

EXPLANATION OF THE SYSTEM OF MARKS ADOPTED BY THE BOARDS OF EXAMINATION.

A description of the system of Marks in use by the Boards of Lanark and Perth at the Examinations may prove interesting.

The standing of Candidates is determined by the system adopted which consists in giving a certain number of Marks for each subject. A maximum number of marks is fixed for the subject on the list which is given to the Candidates who answer well all the questions on the subject of Examination, and a minimum number is fixed indicating the answers to be good. A Person who does not make the minimum number of Marks is considered deficient in the subject examined. The Examiner, for instance, in giving, say ten questions in Arithmetic, will give a hundred marks to the Candidate, who shall have answered all the questions correctly. The Examiner may, at his discretion, give more Marks to one question than to another, according as one is more difficult to answer than another, but the total number must not exceed the standard fixed by the Board. The accompanying Schedule contains the list of Subjects of Examination, as prescribed by the Programme for the Examination of Teachers, and also the maximum and minimum number of Marks allotted to each subject by the Board.

It may be asked why a low maximum is given to History, Physiology, etcetera. I reply: the knowledge of these subjects chiefly depends on a mere effort of memory, and they are more easily learned than Arithmetic, Grammar, Reading, etcetera. If a high maximum were given for the subjects I have named some with good memories might get higher Certificates than their other attainments as Teachers would warrant. To excel in Grammar, Arithmetic, Reading, etcetera, is considered so highly important for Teachers that, therefore, a high maximum is given for proficiency in them.

The great benefit in the System of Marks is this, it determines with greater accuracy and precision the standing of Candidates than by any other system. Before the adoption of the System, Examiners decided on the merits of Candidates pretty much in this fashion. A., was "very good in Grammar, middling in Arithmetic, pretty fair in Reading, tolerable in Geography," etcetera. These expressions were rather vague and indefinite. The line of demarcation between each Class is sharply defined. If a Candidate has but one Mark below minimum of first Class he is put into the Second.

During the Examination the Secretary of the Board keeps the Schedule before him, and each Examiner reports to him the number of Marks each Candidate makes in the subjects examined. The Schedule is filed in a Book and kept for future reference.

I do not pretend to say that this system is better than all others now in use by the Examining Boards of Ontario, but it was readily adopted by the other Boards of the County. It has, and does, answer a purpose, a good purpose. It has raised the character of the Local Boards of Examination which now have the reputation of being strict. Candidates and others bear testimony to the fact that it leaves little, or no, room for partiality on the part of Examiners, and has removed from the minds of Candidates suspicions of favouritism. Examiners can easily point out to Candidates mistakes, and show them the reasons why they did not obtain a higher number of Marks. Candidates exhibit a keen desire to know the number of Marks they make. The successful ones go home rejoicing, and with just pride show the large number of Marks obtained.

PERTH, 1870.

A LOCAL SUPERINTENDENT.

LIST OF SUBJECTS FOR COMPOSITION AT TEACHERS' EXAMINATION.

1. What is Education—Moral, (in its true sense), Physical and Intellectual? and what are its benefits and importance?
2. Write a letter to the Trustees, describing the mode of Discipline and School organization which you intend to adopt.
3. What is Punctuality?
4. Give a description of the great Rivers of Canada.
5. Sketch the life of Christopher Columbus.
6. What has been the influence of Printing on Civilization?
7. Sketch the life of Jacques Cartier.
8. Why is a Knowledge of Agriculture beneficial to the Farmer?
9. Write a letter to the Trustees, containing the following applications:
 - (a.) For Repairs to a School House.
 - (b.) For a supply of Library Books and Apparatus.
 - (c.) For a supply of Merit Cards and Reward Books,—Giving reasons and particulars in detail.
10. The importance of forming Good Habits.
11. What difference is there between Truth and Falsehood?
12. The Influence of Example.

N.B. A Special Prize will be given to Normal School Teachers, or to Teachers who hold a Certificate from any County Board marked "A" First Class, as these, by Rule Number One, are allowed to compete in Composition.

SPECIMENS OF QUESTIONS USED AT THE LANARK COUNTY EXAMINATIONS. CLASS I. SCHOOL ORGANIZATION, ETCETERA.

Marks.

- (10) 1. How would you define Physical Education?
- (10) 2. In arranging a system of teaching, what points should be especially attended to?
- (10) 3. Should the School Room be used as a place of confinement, or "keeping in," as a punishment? State the principle involved.
- (15) 4. May a Person be highly instructed and badly educated? Establish your position by proof and example.
- (10) 5. What is the best method of preserving the attention of a Class?
- (15) 6. What do we learn from observing nature regarding the best mode of imparting knowledge to children?

(70) Maximum. (50) Minimum.

QUESTIONS IN ARITHMETIC. CLASS I.

Marks.

- (10) 1. What would be the proceeds of a Note for \$1,000 due in 90 days, if discounted in Bank, at 6 per cent. interest?
- (15) 2. A Commission Merchant is to sell 12,000 lbs. of Cotton, and invest the proceeds in Sugar, retaining $1\frac{3}{4}$ per cent. on the sale, and the same on the purchase—Cotton selling at 7 cents and Sugar at 5 cents per lb.—what quantity of Sugar can the merchant buy?
- (25) 3. A, B, and C, form a partnership for twelve months. A and B at once advanced \$2,500 each as their part of the capital. At the end of three months C advances \$3,000, and B withdraws \$1,000. The profits are \$1,500; what is the share of each?
- (25) 4. How many ounces of gold, 22 carats fine, and how many 20 carats fine, must be compounded with 8 ounces which is 18 carats fine, that the compound may be 22 carats fine?
- (25) 5. Three pipes of equal size will fill a Cistern in 13hrs. 40m. In how many hours would five such pipes fill a Cistern, whose capacity is $2\frac{1}{2}$ times that of the first one?

(100) Maximum. (70) Minimum.

NOTE. Teachers' Examinations held in other places were, in most cases, up to a higher standard than in use previously. The foregoing are given as satisfactory examples.

VALUE OF PRIZE-GIVING IN SCHOOLS.

I will now give a few examples of the value of Prize-Giving in the Schools. The following is a condensed Report on Prize-Giving in the Hamilton Public Schools:—

Educationists are divided on the question of establishing Prizes in Schools. Some of them state that the influence exerted is injurious, while others as stoutly maintain the influence to be healthy, and as a means to be used with great success. Some contend that in the prize system the appeal is to the least noble part of our nature, that it is next to impossible to award them to the really deserving, and that while the few may be stimulated to over-exertion, the many will plod along the pathway of learning just the same, whether prizes be awarded or not. The following are some of the reasons that may be urged in favour of giving the system a fair trial in our City Schools:

1. Every College in Canada offers Prizes for competition.

Upper Canada College offers annually seven Exhibitions—two, value of each \$120; two, value of each \$80; three, value of each \$40; also Prizes.

Victoria College, Gold and Silver Medals, and Prizes.

Queen's College, Scholarships and Bursaries.

Trinity College, Scholarships and Prizes.

McGill College, Scholarships and Prizes.

Toronto University and College annually bestow Scholarships, Medals, Prizes, and Certificates of Honour.

2. In most, if not all, Cities of Canada West Prizes are awarded in Common Schools; witness, Toronto, London and Brantford. In Toronto and London the influence exerted in the Common Schools, according to information received from G. A. Barber, Esq., and J. B. Boyle, Esq., is highly beneficial.

3. The Prince of Wales left a sum of money in quite a number of our Colleges, the interest of which is to be distributed as Prizes.

4. The highest authority in our country on educational matters, Doctor Ryerson, our Chief Superintendent, thus refers to the subject:

"The expediency of establishing Prizes in Schools is an unsettled question among educationalists. The influence exerted by Prizes in a School is said to be injurious; but an active and honourable rivalry to excel can never be otherwise than beneficial. it pervades every class of society. Its existence has long been recognized and encouraged in the best Schools and Colleges in England, as well as in Canada; and the desire expressed by many persons connected with our Public Schools to establish prizes in the Schools has induced the Chief Superintendent of Education to afford every facility to do so. For this purpose he will grant one hundred per cent. upon all moneys transmitted to him by municipalities or Boards of School Trustees, for the purchase of Books or Merit Cards for distribution as Prizes in Grammar and Common Schools."

He has sanctioned the system, and has done more than any other man in Canada to introduce it into our Grammar and Common Schools, by making the excellent and liberal arrangement that all monies sent to the Educational Department for Prizes shall be doubled. He has introduced them into the Provincial Model Schools. The Masters of the Normal School go heartily in its favour.

5. The late lamented Lord Elgin approved of this system, for when Governor General in this country he established two Prizes for proficiency in Agricultural Chemistry, (one of \$32, the other of \$20,) to be awarded twice a year in our Provincial Normal School. All the Teachers in the Central School are in favour of continuing the system. Some of them have given more "Honor Cards" during the past two months than they did during the whole of last year. This they attribute to the expectation of Prizes next fall by their pupils.

In almost, if not all, the British Universities, this system is patronized. So long have they been established in some of those seats of learning, that, like the freedom of the city of London, the memory of man runneth not to the contrary. Fellowships, Scholarships, Bursaries, Prizes, and Premiums seem to have full sway there. And where else are there such institutions and such scholars?

The venerable Lord Brougham, in his inaugural address as President of the Association for the promotion of Social Science, thus refers to the subject of Prizes in Schools:—

"It would be wrong to pass over the fact of the Scotch system having for more than a century anticipated the important step of late taken in England, of granting substantial advantages to competitive examination. Reference is here made to the general course of advancement by Bursaries in the Schools, and by Exhibitions in the universities, of which there are only a few instances out of many which are reported."

THE REVEREND DOCTOR RYERSON ON GIVING PRIZES IN THE PUBLIC SCHOOLS.

At the midsummer examination of the Common Schools, in Toronto in 1865, the Reverend Doctor Ryerson, the Chief Superintendent, said he took pleasure in saying that during the past two months, upwards of twenty Townships had sent to the Education Department sums of from \$10 to \$20 to him for prizes to be distributed at competition examinations of the children of the whole Township, and he was happy to see the same principle was being adopted in some Counties. He congratulated the City of Toronto on having adopted the plan, and found it to work so well, of appealing to the love of approbation of the children—a principle lying deep within the human constitution, and acted upon in all the Colleges, in Military life, and in well regulated families. It was to be remembered that these Prizes were given for general progress in all branches of education, and not for what was called mere book learning. Every

competitor had to be diligent, punctual and of good general character. It was also worthy of remark that these principles applied equally to all classes of people, high, or low, rich, or poor. It was the same feeling that led the soldiers of England to scale the heights of Alma, that was appealed to in the granting of Prizes. The more this feeling was appealed to, awakened and properly directed, the more would society be elevated to what it ought to be. It had helped materially in raising the standard of general education in Canada, under the Common School System. Canada was much in advance of the Mother Country in her School System. All that could be done in England was through denominational channels. He was thinking that if every corporation in England were to try to afford encouragement to the educational interest of England, such an improvement in educating the masses could soon be made as had been made in Canada. Within the past few months he had sent out not less than 18,000 volumes to be distributed as Prizes throughout the country Schools of Canada. He hoped that they would all try to adopt the principle of not depending on mere book-learning, but educating the whole mind and leading the pupils to think.—*Guelph Herald*.

Mr. James Carlyle, the highly successful County School Inspector of Oxford, thus reports upon the system as in operation in that County:—

The monthly examinations in each division of the School is for promotion in the division. It is partially oral and partially written. It is generally a review of what has been gone over during the month. I find them answer a very good purpose. They accustom the Pupils to express their thoughts on paper; they afford the teacher an opportunity of finding out whether the Pupils have fully mastered their work, and they act as a healthy stimulus on the whole division, for the desire to get higher in the division is very great.

The examination for Prizes takes place once a year, and it is conducted in a similar manner to the Monthly Examinations, only it is more comprehensive and is more exclusively a written one. There are two or three Prizes awarded in each subject, in each division, and the Pupils well know that those who get the greatest number of marks, get the Prizes. The Prizes for attendance and good conduct are awarded by reference to the register. This plan generally affords satisfaction, but it hardly affords sufficient encouragement to the junior members of the division.

It affords me pleasure to know that there is a growing desire on the part of teachers and Parents to make a greater use of Prizes in Schools. The principle is generally considered a sound one, and all that is wanted is some fair impartial manner of awarding them, and one, too, that will reward the faithful, plodding pupil, as well as the talented one.

Mr. McCallum, of Hamilton, informs me that they make use of Merit Cards in the following manner. At the end of the week a Card is given to each Pupil that has had all the recitations perfect and has not been late or absent during the week. Then at the end of the year only those who have received a certain number of Cards are allowed to compete for the Prizes.

BOYS' MODEL SCHOOL, TORONTO, 1865.

JAMES CARLYLE.

LOCAL SUPERINTENDENTS REPORT AS FOLLOWS ON THE SUBJECT.

I select only a few examples as specimens:—

The Reverend C. C. Johnson, Clinton.—The keenest competition was evidenced at our late examinations, and a most ready answering by many of the children, thus proving that the effect of prizes, judiciously chosen and impartially distributed, is most excellent.

Mr. Alexander Reid, Crowland.—An impetus has been given during last year to the bestowment of prizes, five out of seven schools having participated, and, so far as my knowledge extends, with beneficial effect; and whenever it has the effect of stirring up a spirit of generous emulation and friendly striving, great good must inevitably be the result.

The Reverend A. Maclellan, Tossorontio.—Some efforts have been made for the distribution of prizes next year (1865). The result so far has been very encouraging. It is my firm impression now that if there will be any obstacles in the way it will not be on the part of those who should be foremost in urging, helping and encouraging such efforts—the trustees. If it will be my lot to report in 1865, I do hope I shall be enabled to state that prizes are agreeably and profitably distributed in all our schools. There are objections to, and difficulties in connexion with, the distribution of prizes in our country schools. To avoid these, it is proposed to give the prizes according to the attendance, and a book to every pupil in the school.

Mr. Andrew Irving, Pembroke.—At the last examination the trustees distributed a number of prizes, which I have no doubt will have the effect of causing an increased interest to be taken in education alike by parents, teachers and pupils.

The Reverend Robert Scott, Oakville.—Prizes have been given with very marked results for good, in so far as school education is concerned, if the number of lessons acquired and eagerness in study are to be reckoned as such.

Mr. Hector McRae, Charlottenburgh.—The few schools in which prizes have been distributed show that considerable incentive can be derived from the system.

The Reverend James Black, Seneca.—During the past year only a small number of prizes have been given in the schools under my charge. In former years, the distribution of prizes frequently produced dissatisfaction and jealousy, and on this account the practice of distributing them has been discontinued. I think, however, that premiums, judiciously given, would stimulate the pupils to greater diligence, and result in their more rapid progress.

The Reverend John Gray, Oro.—I have long advocated the bestowal of prizes in connection with our School System as highly beneficial.

VALUE OF COMPETITIVE SCHOOL EXAMINATIONS.

As the result of experiments and experience, there has of late been a growing desire on the part of several Public School Inspectors to institute Competitive Examinations among the Schools of their Townships. Such an Examination of a very successful character was recently held in some of the Townships. Thus we learn that Mr. Tilley, the energetic Public School Inspector of East Durham, has been highly successful in organizing a scheme of Competitive Examination among the Schools of some of his Townships, and in establishing a Teachers' Professional Library in connection with the Teachers' Association. The Council of Cavan seem fully alive to the importance of the work being done by the Educational Association, and not only gave \$10 towards the Prizes, but also \$20 towards establishing a Teachers' Professional Library. The Council of Manvers also granted a like sum for the latter purpose. These sums will be doubled by the Education Department.

The subject has recently been under the consideration of the Perth Teachers' Association, and the following is an extract from its proceedings on the subject:—

The Committee appointed to wait on Members of the County Council, to obtain a grant of money for holding Competitive Township School Examinations, reported favourably, and the President stated that he found the Council anxious to do anything that could aid in advancing the cause of Education in the County of Perth.

The Report of the Committee on Regulations for holding Township Competitive Examinations having been read, the following Regulations were adopted:—

That Pupils be examined for entrance to Classes Three, Four, Five, and for special Prizes in Class Six.

That Pupils for admission to Class three be examined in Reading, Writing, Spelling, Arithmetic and Grammar; Class Four, in Reading, Writing, Arithmetic, Grammar, Spelling, Geography and Composition; Class Five, Reading, Writing, Spelling, Arithmetic, Grammar, Composition and Geography; Class Six, Reading, Writing, Spelling, Arithmetic, Geography, Natural Philosophy, Grammar, Geometry, Physiology, Composition, History, Algebra and Mensuration; that German be one of the subjects of Examination in Schools where that subject is taught in all Classes, and that Class Six be examined in the same subjects as for entrance to that Class.

That the Inspector be requested to appoint gentlemen to preside at the Examinations in the different Municipalities, but no Teacher shall be allowed to fill such position in his Municipality, that none but Public School Officials shall preside at any of the Examinations, and that in no case shall there be less than two such Officers at each place of Examination.

That the Inspector be appointed to prepare the Questions, get them printed, and keep them in his possession until the day of Examination, taking special care that no Teacher or Pupil get any hint of the Questions before the day of Examination.

That a Committee be appointed to examine the Papers, and that no Teacher be allowed to examine the Papers of any Pupil residing in his own Section, or Municipality.

That there be two Prizes, a first and a second, for each subject in each of the Classes examined, except in the case of the Sixth, for which only three Prizes will be given, a first, second and third for general proficiency in all the subjects enumerated for entrance to Class Six.

A Competitive Examination affords an admirable opportunity of testing a Pupil's proficiency in elementary subjects. In doing so, two plans have been followed. The first is to hold a Primary Examination in the elementary Branch in each School, and allow those only who have been successful in this Primary Examination to take part in the general Township Examination. The second plan is to hold a general Examination of all the Pupils of a Township, and award Prizes to the successful Competitors, irrespective of the particular School from which they may have come. The first plan is by far the best and most effectual. In the first place it is thorough, and affords a good test of the efficiency of each particular School. Besides, it serves a double purpose; it first excites public interest in each particular School, and then it introduces a system of healthy competition between all the Schools in the Township. Teachers, too, are stimulated to adopt the best methods of instruction, so that when put to a practical test these methods will be found to be both economical and effective in their results.

At the close of the East Durham Competitive Examination, the Prizes won at the late Competitive Examinations for Hope and Cavan were distributed. Mr. Tilley, the Inspector, expressed himself highly pleased with the success of the Examinations, and was confident they had been the means of doing much good to the cause of Education in East Durham. He also believed that this their first Competitive Examination would be followed by many others with equal or greater success, and hoped that Municipal Councils and private individuals would vie with each other in lending substantial aid to make these examinations increasingly beneficial. Mr. D. J. Goggin, Head Master of the Port Hope Public Schools, distributed among the successful Candidates Prizes to the amount of \$165. After the distribution, all betook themselves to their respective homes, well pleased with a day that will long be remembered in connection with the Schools of East Durham.

REGULATIONS FOR HOLDING COMPETITIVE EXAMINATIONS.

The following Regulations for holding Competitive Examinations have been prepared by Mr. Henry L. Slack, Inspector of Public Schools in the County of Lanark:—

1. In each Municipality where a grant of money has been made for the purpose, an Examination will be held in some central place, to which will be admitted Delegates from all the Schools of said Municipality.

2. All Pupils of Union Sections shall attend the Examination in the Municipality in which their School Houses is situated,—provided said Municipality has made a Grant; provided, nevertheless, that if one portion of said Union Section lies within a Municipality which has not made a Grant, the children of that portion will not be allowed to compete.

3. Every Teacher shall be limited to twelve Pupils,—three only to be taken out of each of the Second, Third, Fourth and Fifth Classes; and said Pupils must have been in attendance at School for at least Forty Days of the present year.

4. No pupil examined at any Competitive Examinations last year will be allowed to compete again in the same class.

5. Every Teacher will be required to furnish to the County Inspector, on the first July, a certified list of intending Competitors, specifying their names, age, attendance at School for the present year, and the Classes in which they are respectively to compete.

6. There shall be three Examiners at each Examination, one of whom shall be the County Inspector, and the other two Persons selected by him for the purpose.

7. The Examination will be conducted in accordance with the "Programme of Studies" authorized by the Council of Public Instruction, and now in use in the Public Schools in this Province.

8. The Examination, as far as practicable, shall be conducted in writing.

9. It shall be considered as contrary to the spirit of these Regulations, and to just and fair competition, that any Teacher should devote extra time in School to the preparation of Candidates for examination.

10. The Examinations will be held in the early part of July, at such time as shall be decided upon by the Inspector.

11. Each Teacher shall contribute the sum of fifty cents, to be collected from the Competitors, or otherwise, to pay expenses incurred; such sums to be forwarded to the Inspector on the first of July, together with the return of the list of Pupils.

COUNTY LANARK COMPETITIVE EXAMINATION.

At the County Competitive Examination of Public Schools in Perth a very large and interesting gathering took place, and the competition was keen and close. No less than twenty-four Schools of eight different Townships sent Competitors, numbering in all 103, as follows:—2nd class, 30; 3rd class, 31; 4th class, 20; 5th class, 22. Ten Schools succeeded in carrying away Prizes.

KIND OF PRIZES AND MODE OF DISTRIBUTING THEM AT COMPETITIVE EXAMINATIONS IN PUBLIC SCHOOLS.

Mr. A. McGill, Teacher at Bracebridge, thus writes to the *Free Grant Gazette*:—

I had the pleasure of attending, in the capacity of Examiner, a Competitive Examination of Pupils at Gravenhurst, from the Public Schools of the Township of

Muskoka. About seventy Scholars presented themselves as Candidates for the Prizes. The Prizes, although chiefly Books, comprised a Microscope, Portfolio, Box of Mathematical Instruments, and several Boxes of Games.

I cannot speak too highly of the example set by the Council of Muskoka Township, in thus offering an inducement to activity among Pupils.

I desire to offer some suggestions relative to the value of Prizes as incentives to energetic action on the part of Pupils, and the mode in which they should be offered, so that they may exert their maximum influence for good.

The offer of Graded Prizes to all Members of the Class is a method of Prize-giving which I have had ample opportunity of examining, and I can speak both of its immediate and more remote consequences for good with assurance.

Since the true aim of Prize-giving is to inspire all, but specially apathetic and lazy Pupils, with a willingness to work, and that energetically, it is evident that, first, the Prize offered must be one which will possess value in the estimation of those to whom it is held out; second, that every Pupil must be made to feel that he has a chance to win it; that a lazy Pupil, who persists in his indolence, shall have no chance of winning it; and, further, as it is desirable to secure all this without, at the same time, giving any ground, or excuse, for hard feeling, it is evident that each Competitor must recognize the fact that he struggles to accomplish a certain amount of work, rather than to vanquish a fellow Pupil.* How we may best secure the accomplishment of these ends is the problem which we essay to solve.

First, that the Prizes may have value in the estimation of the Pupils, let them consist of such articles as Boys and Girls fully appreciate. For the higher Classes we might suggest such as the following:—Books, Microscopes, Telescopes, Stereoscopes, Magic Lanterns, Cameras, Mathematical Instruments, Writing Desks, Work Boxes, etcetera. For the Juniors, Kaleidoscopes, Hand-sleighs, Cricket Bats and Balls, Skates, and such other things that Boys and Girls everywhere delight to possess.

Second, That every Pupil may be made to feel that he has a chance to win the Prize, let the Prize be competed for not by the Pupils of one School only, but let Class Two of each School in the Township, or, far better, in the District, compete against Class Two of every other School in the District; and so with the other Classes; and let the number of Prizes offered in each Class be at least equal to the number of Pupils in the largest Class of that particular name. For example, suppose ten Schools compete, Class Two of the first School may contain seven Pupils; Class Two of the other nine may contain more than that number; in all seventy-seven Pupils coming up for Examination. In such a case I would offer at least eleven Prizes, when, although but one Pupil in seven would carry off a Prize, each of the seventy-seven would feel during the year of work preceding the Examination, that he was not without a good chance of taking some Prize. To prevent unfairness, it would be further necessary to procure uniform and perfect classification in the different Schools; but this is the duty of the County Inspector, and may safely be left in his hands. To exemplify—we will suppose that the Pupils of Class Two in all the Schools of the District number seventy-seven; eleven Prizes are offered absolutely, *i. e.*, will certainly be awarded to the best eleven Pupils who compete, although none should reach eighty per cent. of the marks, but every Pupil who obtains eighty per cent. of the marks given, shall receive a Prize at least equal to Prize Number Ten; thus a Pupil not receiving a Prize cannot say that he did not get it because some one else did, but because he had not done the work assigned. In practice, if the Examination were thorough, not more than ten per cent. of the Applicants would be likely to reach eighty per cent. of the marks given, still, the principle above enunciated would hold good.

In awarding Prizes for General Proficiency, of course, different subjects must be assigned values corresponding to their relative importance. I submit the follow-

* This is exactly the principle upon which the system of Merit Cards issued by the Education Department is based.

ing schedule:—Reading, 100; Spelling, 100; Etymology, 70; Grammar, (including Composition), 200; Arithmetic, 200; Algebra, 100; Geometry, 100; Geography, 80; Natural History, 80; History, 100; Writing, 100; Natural Philosophy, 100; Book-keeping, 100.

COUNTY OF CARLETON COMPETITIVE EXAMINATION.

At the recent annual Examination of Pupils attending the Public Schools in the County of Carleton, the Prizes were of a very superior order, and comprised Standard Works on all kinds of useful Literature. In addition to these two Gold Medals were competed for,—one given by the County Council and the other by His Honour Judge Ross. The Examiners expressed themselves well pleased with the result, as the Pupils displayed a much greater proficiency than at any previous Examination. The Reverend Mr. May, the Inspector, expressed himself as being entirely satisfied with the result of the Examination. He was glad to be able to say that the County of Carleton was the first County in the Province to establish the Annual competition for a Gold Medal, which was not excelled by the medals given by any University in the Province. Mr. Anderson, Deputy Reeve of Nepean, said that the idea of the medal originated with the efficient and painstaking Inspector, Mr. May, who had been for years most assiduous in promoting the cause of Education in the County. The result of that day's proceedings was the best evidence of the efficient state of the Schools, which was due in a great measure to the indefatigable exertions of that Gentleman. He believed that the County Council would continue the Grant, as it was evidently a great incentive to the Pupils of the County. He then presented Miss Lucy Richardson with the County Gold Medal. Master J. F. Wood, who was equal to Miss Richardson in general proficiency, was adjudged the winner of Judge Ross' Medal.—*Ottawa Times*.

DRAFT OF BILL TO IMPROVE THE COMMON AND GRAMMAR SCHOOLS OF ONTARIO, 1870, 1871.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

The present School Law requires the Chief Superintendent of Education to submit annually to the Governor "such statements and suggestions for improving the Common Schools and Common School Laws, and promoting Education generally, as he may deem useful and expedient." In the performance of this part of my prescribed duties, I have the honour to submit to the favourable consideration of the Government, with a view to its being introduced into the Legislative Assembly, the accompanying Draft of Bill, for the improvement of both the Common and Grammar Schools, and for the more practical and thorough education of the youth of the Country. The objects of this Bill are as follows:—

First.—To remedy certain defects in the existing School Laws, and thereby relieve Trustees and other local parties from inconveniences and embarrassments in the discharge of their duties, on account of these objects in several Sections of the existing School Law.

Secondly.—To provide for the Uniform Examination and Classification of Common School Teachers, and to make First and Second Class Certificates of Qualification, permanent during good behaviour, and available throughout the Province.

Thirdly.—To provide for the more thorough inspection and oversight of the Schools, by duly qualified Inspectors, or County and City Superintendents.

Fourthly.—To make all the Common Schools Free by Law, and thus end the disputes which annually occur in many School Sections on the subject.

Fifthly.—To provide for the establishment of Industrial Schools for idle and Vagrant children, in Cities, Towns and Villages, where they may be deemed desirable by the local School authorities.

Sixthly.—To provide, as far as practicable, that each child in the land, from the age of seven to twelve years inclusive, shall have the advantage of at least four months' instruction annually in the Common Schools.

Seventhly.—To provide for teaching in the Schools the elements of Physical Science in connection with the Agricultural, Mechanical and Manufacturing pursuits, and thus render practical help to these great material and industrial interests of the Country.

In this Draft of Bill, I have embodied the substance of both the Common and Grammar School Bills laid before the Legislative Assembly at its last Session of 1869, 1870, omitting, or modifying, those Sections of it to which any objections were made. The general provisions of the Common School Bill of last year have specially excited much attention and interest, and have met with very general approval. This may be seen by referring to the extracts from the Reports of Local Superintendents, as given in the Appendix of my Annual Report for 1869, and there are but two, or three, instances where the subject is referred to in these Reports, in which regret is not expressed at the suggested improvements proposed in the School Bill of last year not having become Law.

After each Section of the accompanying Draft of Bill, I have inserted (in brackets) the remarks, (when thought necessary), in order to explain it, and to show its necessity.

I will, therefore, only further direct attention to one of the great objects of the Bill, namely, to make our Common Schools more directly and effectively subservient to the interests of Agriculture, Manufactures and Mechanics.

In my first Special Report on "a System of Public Elementary Education for Upper Canada," laid before the Legislature in 1846,* I stated the institutions necessary for these purposes; and in the concluding remarks of my last two Annual Reports, I have expressed strong convictions on the subject. When we consider the network of Railroads, which are intersecting, as well as extending from one end to the other of our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of infinite development, provision should undoubtedly be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of this work of practical Education, which should be given in the ordinary Public Schools.

It must be admitted that, although the general organization of our Public School System is much approved, and, although the Schools themselves have improved; yet the knowledge acquired in them is yet very meagre,—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R's—Reading, 'Riting and 'Rithmetic. If the System of Schools cannot be greatly improved, what is taught in the Schools should be greatly advanced and extended. I entirely agree with the Honourable John Carling, Commissioner of Agriculture, who, in a late able Report, remarks:—

"Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the Agricultural and Mechanical Classes of the Community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. What now appears to be more specially needed in carrying forward this great work

* This Report is printed in Chapter VII of the Sixth Volume of the Documentary History of Education in Upper Canada.

is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of Agricultural and Mechanical Science."

What Doctor Lyon Playfair has remarked, in an opening Address to the Educational section of the Social Science Congress lately held at Newcastle, in regard to English Elementary Schools and the teaching of practical science in them, applies largely to Canada:—

"The educational principle of Continental Nations is to link on Primary Schools to secondary improvement Schools. The links are always composed of higher subjects, the three R's being, in all cases, the basis of instruction; elementary Science, and even some of its applications, is uniformly encouraged and generally enforced. No armour-plate of knowledge is given to our future Artisan but a mere veneer of the three R's. Under our present system of elementary teaching, no knowledge whatever, bearing on the lifework of a people, reaches them by our System of State Education. The Air they breathe, the Water they drink, the Tools they use, the Plants they grow, the Mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn but very little incidentally. Yet we are surprised at the consequence of their ignorance. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the elementary laws of Health, which are never taught them at School. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on verbalism, is that while it elevates the individual, it, at the same time, gives security for the future prosperity of the Nation. There are instances of Nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of Nations utterly devoid of industrial advantages, but constituted of an educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second."

In further illustration of this subject, I desire to add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland, latterly a more distinguished Professor in the United States. In an Address at an Educational Meeting in Boston "on the Desirability of introducing the Study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of Nature in our days lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of Nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of Nature, and to work out the material which our Earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the World, merely by his devotion to the Study of Nature. If it be true, then, that a knowledge of Nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a Study should form

part of all Education! And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of Teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find Teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many, that a Teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. I believe that in entrusting the education of the young to practically incompetent Teachers, the opportunity is frequently lost of unfolding the highest capacities of the Pupils, by not attending at once to their obviously enlarged wants in this matter. I have been a Teacher since I was fifteen years of age, and I am a Teacher still, and I hope I shall be a Teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without Books than with them; and there are some cases so obvious that I wonder why it is that Teachers always resort to Books when they would teach some new branch in their Schools. When we would study Natural History, instead of Books, let us take specimens—Stones, Minerals, Crystals. When we would study Plants, let us go to the Plants themselves, and not to the Books describing them. When we would study Animals, let us observe Animals.”

These means to a limited extent have been successfully acted upon in our Provincial Normal and Model Schools, but I propose to carry them into more certain and general operation, by an additional Lectureship in the Normal School for the special purpose of preparing Teachers to teach the subjects indicated in the enlarged programme of the Common and High Schools, and to make the teaching of them a part of the scheme of Instruction in our Public Schools. We have, already, in the Educational Museum the specimens of Models necessary for a School of both the Fine, and some of the Mechanical, Arts; and I trust there will soon be supplemented Schools of Mechanical and Civil Engineering, if not of Architecture, as also of Manufactures and Agriculture. But what I here propose relates to the elementary education which may be imparted on these subjects in the Common and High Schools, for which it is also proposed to provide for a more thorough and practical inspection.

I have now entered upon the Twenty-seventh year of my labours in the Department of Public Instruction; and herewith submit my final recommendations for improving our School System, and the character and usefulness of our Public Schools.

TORONTO, 30th November, 1870.

EGERTON RYERSON.

NOTE. Here follows by the Chief Superintendent of Education an elaborate analysis of a “Bill to Improve the Common and Grammar Schools of Ontario, with brief Explanatory Notes appended to each Section.” The Draft of this Bill, with the Explanatory Notes, will be found on pages 183-193 of the Twenty-second Volume of the “Documentary History of Education in Upper Canada.” It is too voluminous to be reprinted here.

This Draft of Bill, after a very full discussion on its details, was passed by the Legislature in February, 1871.

The various objections to details of this Bill and criticisms on the Educational System of Ontario, were of that character which induced the Chief Superintendent to formally reply to them. Before doing so he wrote the following Remarks on the Bill itself.

REMARKS ON THE NEW GRAMMAR AND COMMON SCHOOL ACT OF ONTARIO, BY THE
CHIEF SUPERINTENDENT OF EDUCATION, 1871.

The New School Act for the Province of Ontario is the most important Measure which has yet been passed by the Legislature of Ontario. In an educational point of view it is second only in importance and value to the present Consolidated School Act, which was passed Twenty-one years ago, and which was the first Bill assented to in Upper Canada, by the late lamented Lord Elgin, after the Legislature had been removed to Toronto in 1849. The effect of its operation will be to give an immense impetus to the cause of popular and higher Education in this Province, the results of which in the well-being and progress of the Country, it is not easy to estimate. The history of the Bill, as an Act of Parliament, is so well known, that I need not recapitulate it. But there are a few points connected with its preparation and passage to which I deem it proper to refer.

The Bill itself was framed after a full and free consultation on most of its proposed provisions at the various County School Conventions held in the winter of 1868-9, by the Chief Superintendent of Education.* After its main features had been thus submitted to popular discussion it was formally submitted to the Legislature and was there subjected to an ordeal of a more critical discussion of its details before a large Committee of the House of Assembly, during the Session of 1869-70. As the result of that Conference and discussion on its various provisions, it was again, with some modifications, embodied in a Bill, (which was referred to in the Speech from the Throne), and laid before the Legislature in December, 1870. Although subjected to unusual criticism in the House, and vigorously opposed by some Members, it is most gratifying to know that the Bill is substantially the same as that first introduced by the Honourable M. C. Cameron, Provincial Secretary, who had charge of the Bill, and who so patiently, and yet so ably, explained and defended its provisions. In no single instance, so far as I am aware, were changes made in any essential principle, or feature of the Bill. Several modifications in its details were, of course, made, but they were chiefly suggested by its promoters, or without hesitation concurred in by them when offered in good faith and without a party object.

The liberal and practical spirit in which the new Act will be carried out by the Education Department will afford the best answer, and be an ample vindication of the Chief Superintendent from the unjust aspersions which some parties have cast upon him.

With a view to promote the liberal and comprehensive spirit in which the whole Act will be carried out, the Regulations of the Council of Public Instruction in regard to it were framed with that special view, in regard to the "Qualifications of Public School Inspectors and of County Examiners." It will be seen by those Regulations that no Examination whatever will be required from three classes of persons, videlicet:—(1) The present County and City Superintendents of Schools. (2) Head Masters of Grammar, or High, Schools, or, (3) from Graduates of Universities. All that such Persons will have to do is to satisfy the Education Department that they are acquainted with the special subjects of School Organization and Discipline, and the provisions of the Law and Regulations on those subjects.

* For an account of these Proceedings see page 143 of Volume XXI. of the Documentary History of Education in Upper Canada.

PASSAGE OF THE GRAMMAR AND COMMON SCHOOL IMPROVEMENT BILL OF 1870, 1871, THROUGH THE LEGISLATURE.

During the passage of the Draft of the Common and Grammar School Bill through the Legislature, a number of Amendments to it were proposed by the Honourable Edward Blake and others,—each of which was rejected by the House. In introducing his Amendments, Mr. Blake made an elaborate Speech, which, as revised by himself, was published in a Pamphlet. Doctor Ryerson replied to it through the columns of *The Globe* Newspaper. On the appearance of his revised Speech in Pamphlet form, Doctor Ryerson addressed a second Letter to Mr. Blake.

LETTER TO THE HONOURABLE EDWARD BLAKE, IN REPLY TO HIS SPEECH, IN THE HOUSE OF ASSEMBLY, AGAINST THE SCHOOL BILL OF 1870, 1871.

When the Common School Bill of 1850, which has become the Magna Charta of our School System, was before the Legislature of Canada in that year, it was arranged by mutual consultation, that the education of the people should not be made a political party question, and that, in legislating for its promotion, no party advantages should be sought. It was, therefore, agreed that when a Member of the Government should move the second reading of the Bill the Leader of the Opposition should second it. This was done; and when the House went into Committee of the whole on the Bill, I was requested to sit in the House, between Mr. Baldwin and Mr. Hincks, to afford them, as occasion might require, answers to enquiries of Members as to various provisions of the Bill. When even certain financial Sections came up, and Members asked as to the necessity of such and such sums, the reply on the part of the Government was, that they could not tell of their own knowledge, but that such was the estimate by the Chief Officer of the Department, and the Author of the Bill—that the Estimate appeared to them to be moderate, but that care would be taken that the money should not be needlessly expended.

I had prepared this Bill of 1850 at the request of Mr. Baldwin, (then Attorney-General and Leader of the House), who devoted nearly two days in going over it clause by clause with me.

Such, sir, was the spirit and manner in which our School System was embodied in the form of law; and in the same spirit I addressed my first Circular to Municipal Councils, adducing the conduct of the Leaders and Members of both parties in the Legislative Assembly as an example for their imitation, in not allowing the element or spirit or political party to enter into the great work of providing for the education of their children, and in that spirit of Christian patriotism have the Municipal Councils, from 1850 to this day, performed their part of the work in promoting the education of our Country; and nothing can excel the noble manner in which the great body of the people have acted in the same spirit and for the same national object. . . .

If a gentleman, whether in the Legislature or out of it, thinks it better that Boards of High Schools in Cities and Towns should be separate from the Boards of Common Schools, rather than to have both from one Board, it is his right and his duty to express it; and I respect him the more for an honest expression of his opinion, though different from him. And so with a gentleman who may think that Common Schools in Cities and Towns should be exempted from the proposed provision for making Common Schools Free by law; so also with a gentleman who might think certain provisions of the Bill would injure rather than benefit both Grammar and Common Schools in some localities; so likewise with a gentleman who might think certain powers to be conferred on certain parties by the Bill are needless and objectionable, or that certain personal conditions are not requisite. Or if a gentleman should think the

very principle of the Bill objectionable, and, therefore, should object to its Second reading, his duty and his honour would require him to do it. But for a gentleman and scholar to lay down a principle, in the form of objection, which is at variance with the practice of all Statesmen and Legislatures in every educating Country in the world, and which would have prevented all educational progress in both Europe and America, but also to attack the Council of Public Instruction,—a Body of educated gentlemen, and most of them of educational experience, who have devoted months of time and much labour to promote the education of the youth of the land—gentlemen who have prepared and prescribed every Regulation and standard of Examination by which our School System has been made the boast of our own land and the praise of other lands,—gentlemen who have thus given their advice and professional learning and experience, during twenty-five years, without a farthing's remuneration for their services; nay, further, for you as a gentleman to misrepresent the words and acts of another gentleman, when and where you knew he could not defend himself, and one whose public life, in the service of his Country, is longer than your natural life in the world; for you Sir, to do all this, and more than this, I leave to the Members of the Legislature of any party, and to the public at large to judge whether your conduct is statesmanlike or the reverse, patriotic or selfish, fair or unfair. . . .

Sir, you have given me no opportunity of meeting you face to face; you were appointed on a large Select Committee of the House of Assembly, where the very matters on which you have assailed the School System were discussed, but you never appeared where I could answer you. . . . And I now challenge you to meet me through the press, or on any platform, and sustain, if you can, the statements and insinuations which you have made at a time, and where neither I nor the other objects of your assault could meet you. I will meet you and Mr. Brown on all the questions of yours and his imputations. You need not excuse yourself out of professed respect for any age. You had no respect for that in your statements and insinuations, which the *Globe* Reporter has suppressed.

Nay, sir, you can do things to which another man could hardly descend; such, for example, as when a few months since you demanded a Voucher for the enormous sum of \$23 paid me as travelling expenses for going from Toronto to Ottawa, and back again in 1868, to close up the business of my Department there after Confederation. The Provincial Treasurer found his archives minus this important document; and, to satisfy your demand, sent to the Educational Department to make inquiries about it, when the veritable Voucher was found duly filed. . . .

I now address myself, in brief, to some of your doctrines and statements:

You lay it down as an essential preliminary and condition of School Legislation that there must be petitions from the people for it. Sir, was there a single petition from all Ireland when, in 1832, the Imperial Government and Parliament, through Lord Stanley (afterwards Earl Derby), established a system of national education, under the direction of a Board of Education, in Dublin, invested with ten times the power ever proposed to be conferred upon the Canadian Council of Public Instruction—a System under which Ireland has advanced in knowledge and civilization, beyond what could have been anticipated in 1830? Were there any petitions from the people in England, or Scotland, when the Parliament and Government established the system of Elementary Education for Great Britain, ultimately granting £800,000 sterling per annum, and all expended under a small Committee of the Privy Council, which made every Regulation and prescribed every condition and examination, and appointed every Inspector; determined the classification and even Salaries of the Teachers, and expended, at its discretion, every farthing of the large Parliamentary grant? Were there petitions from the people when the British Parliament passed the recent School Act, to improve the Elementary School System by introducing the Canadian principle of local elective Boards of School Trustees and Municipal taxation, to manage and support the Schools; and which, I happen to know, was adopted from our Canadian System, in preference to the American System of School taxation by Acts of the Legis-

lature itself? Sir, have you ever known of a single Petition from the people of the States of Massachusetts, or New York, or any other State, for School Legislation, or for any one of the numerous Acts to amend their School Laws and improve their School Systems? Were there any Petitions from the people of Canada for the general School Law in 1841, and then for the amendment of that law in 1843, and again in 1846, or for the more important School law of 1850, or additions to and improvements of it in 1853, 1860, and 1865? Sir, if your doctrine be true, then all the Statesmen of Great Britain and of the United States, and of our own Canada, have acted wrongly in all past times, in frequently doing what they did without petitions, for the education of the people. . . .

If you have studied the first elements of the problem of educational and social progress; if you have penetrated the spirit, as you have read the letter of laws; if you had mastered even the first lessons of mental philosophy and the laws of mental development, you would have known that all intellectual, as well as moral, advancement must be by the moral pressure and influence of the better educated upon the less educated portions of the community. One characteristic of both intellectual and moral ignorance is, that it is unconscious of its destitution; it has no knowledge of, and therefore no desire for, anything better. . . . The education of a people and the improvement of their School Laws is not the redressing of a felt grievance, but the remedy of a defect, the supply of a deficiency, the development of new resources; and this is not an arena for the development of party, but a work (always difficult for any Government) in which every man should forget that he is or ever was a partisan, and feel that he is a Canadian, and that every other Canadian is his brother, of whatever sect, or party—that the work is not the battle-axe, or property, of any party, but as I have always sought to represent it, the creation and joint produce, and common property of all parties or rather of all Canadians of progress, irrespective of sect or party. . . .

TORONTO, January 10, 1871.

EGERTON RYERSON.

OFFICIAL CIRCULARS OF THE CHIEF SUPERINTENDENT ON THE NEW SCHOOL LAW OF ONTARIO, 1871.

I. TO THE WARDEN AND MEMBERS OF THE COUNTY COUNCILS IN THE PROVINCE OF ONTARIO.

I address through you, to the County Council over which you preside, this Circular on the subject of the new School law. We have jointly and harmoniously laboured together during more than a quarter of a century for the education of the youth of our common Country. Closely approaching my three score years and ten, I have been anxious, before leaving the Administration of the School System to other hands, to remedy, as far as I could, such defects in the School law as my own long experience had suggested, and as have been felt by local school Authorities; to supply wants unprovided for, or created by the progress of the School System, and to adapt it as completely as possible to the present state of society and of our Municipal Institutions. To do this I have taken special pains and incurred much labour. I have made a fourth Tour of Inquiry and Examination into the School Systems of foreign educating Countries, both in Europe and America, and reported to the Government the results, with recommendations for the improvement of our own School System. These recommendations were submitted to a very large Select Committee of our Legislative Assembly, (a Committee chosen without reference to party). The Bill which the Committee reported as the result of its lengthened and minute deliberations, was afterwards submitted by me, for consultation, to County School Conventions held in the various Counties of the Province. In the final draft of Bill, I embodied those provisions only which received general approval

after so much consultation. I am, however, thankful to be able to say that after a good deal of discussion the Bill has passed the Legislative Assembly, not only unimpaired, but greatly improved in its provisions in respect to High Schools and other details.

The establishment of Free Schools by law has been long and almost unanimously desired by the Country; and the corresponding provision to secure to each child in the land Public School instruction during four months of each year from the age of seven to twelve years inclusive, and providing means to enable Trustees to enforce this provision in any case of wilful delinquency.

County Councils have complained of the expensiveness of County Boards of Examiners; and Teachers have complained of being examined for Certificates of qualification, and their Schools being inspected, by persons who had never been School Teachers. Both of these grounds of complaint have been removed by the new School Act. Under the authority of that Act, each County Council appoints a Board of Examiners consisting of from three to five Members, whose Qualifications are to be prescribed by the Council of Public Instruction as follows:—

“All Head Masters of Grammar, or High Schools, and all Graduates who have proceeded regularly to their Degrees in any University in the British Dominions, and have taught in a College, or School, not less than three years; and all Teachers of Common, or Public, Schools who have obtained a First-class Provincial Certificate of Qualifications, or who may obtain such Certificate under the provisions of the present law, shall be considered legally qualified to be appointed Members of a Board of Examiners, on their obtaining from the Education Department a Certificate of their having complied with this Regulation, and being eligible under its provisions.”

Your Council will select from these three classes of legally qualified persons a County Board of Examiners, of whom a County Inspector must be one; and the Council will, of course, before appointing any Person as Examiner, satisfy itself that such Person possesses the Certificate above specified.

But the Act requires that each Board of Examiners shall include a County Inspector, and also provides that “The Qualifications of Inspectors shall be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of Candidates for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification shall be eligible to be appointed an Inspector.”

According to the requirements of the Statute, the Council of Public Instruction has prescribed the qualifications of County Inspectors.

“All County and City Superintendents of Common, or Public, Schools who have held that office consecutively for three years; all Teachers of Public Schools who have obtained, or who shall obtain First-class Provincial Certificates of Qualifications of the highest grade (A); all Head Masters of Grammar, or High, Schools, who have taught the same School three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools; and all Graduates who have proceeded regularly to their Degrees in any University in the British Dominions, and who have taught in a College, or School, not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on their obtaining, in each case, from the Education Department, the Certificate required by law.”

Any person, therefore, possessing the legal qualifications for the office of County Inspector is eligible for appointment to that office, and it will be necessary for him to procure from the Education Department, and present to the County Council, the Certificate of his qualification required by the Statute.

It has been my intention, in recommending these provisions of the new School Act, that the office of County Inspector should, as far as possible, be filled by meritorious

Common School Teachers, who, by their labour, skill and acquirements, have obtained the first rank in their profession. But at present the only class of Common School Teachers who possess first-class Provincial Certificates of qualification are those who have attended the Normal School. I think therefore, that no permanent appointment of County Inspectors should be made before the Public School Teachers at large shall have had an opportunity, by examination, of obtaining a First-class, grade A, Provincial Certificate of Qualification. This can be done by the County Councils at their June Meeting appointing Inspectors of persons, now legally qualified. At their next January Meetings the County Councils can, from the lists of qualified persons to be furnished them by the Education Department, make their selections and appointments of County Inspectors with a view to permanency. In this way due consideration will be given to the profession of Public School Teachers.

It is important that each County Clerk should inform me, immediately after the Meeting of the County Council, of the name and address of each County Inspector appointed, that I may know to whom to address the Examination Papers of Teachers, as the first Examination should take place not later than July.

The new School Act invests the County Council with important powers, by the appointment of an impartial Committee, for the settlement of the many questions of complaint and dispute arising out of the formation of High School Sections.

The mode of appointing Trustees of Grammar, or High, Schools by County, Town and Village Municipal Councils is unchanged by the new School Act; but the powers of the Boards of High School Trustees are made the same in respect to supporting High Schools as are the other Boards of Trustees in respect to the support of Public Schools; so that the chief reason for the union of High and Public School Boards in past years no longer exists. A more equitable and comprehensive mode of providing for the support of High Schools is also made by the new School Act, apart from the High School Building, which must be wholly provided by the Town, Village, or School, division within which the High School is situated; and the Act makes it the duty of the County Council to prescribe the limits of each existing High School District.

I confidently trust the important powers and duties which the new School Act confers and enjoins upon County Councils will be exercised and discharged with the same intelligence, impartiality and patriotism which have characterized their proceedings during the last twenty years.

TORONTO, March, 1871.

EGERTON RYERSON.

II. TO TRUSTEES OF RURAL SCHOOLS THROUGHOUT THE PROVINCE OF ONTARIO.

The new School Act, which provides that "all Common Schools shall hereafter be designated and known as Public Schools," confers upon Trustees of School Sections great additional powers and facilities for the discharge of their important and often difficult duties.

By law all your Schools are made Free Schools, and as such supported entirely by Rates on taxable property. The great object desired so frequently and with so much unanimity by County School Conventions, and by the friends of educational progress, generally, is thus accomplished, and the agitations which have taken place on the subject during the last twenty years, will now cease, although they have prepared the way for this grand consummation of a Free School law.

While the Law thus makes every man in proportion to his property, which is protected and increased in value by the labour of all, liable for the education of every child in the land, it also provides that every child shall have the right of at least four months' School instruction each year from seven to twelve years of age—that is six years; and invests Trustees with power to see that no Parent, or Guardian, shall wilfully without penalty, violate this beneficent provision of the Law, and of which every Ratepayer has a right to claim the execution.

Then follows the corresponding necessary provision, that "each School Corporation shall provide adequate School Accommodations for all children of school age in their School division, or municipality." These "adequate Accommodations" include two things:—First, protection of the Pupils from snow and cold in Winter, and from rain in Spring, Summer and Autumn. Secondly, sufficient Room, Seats, Desks, and necessary outside Conveniences for the Pupils. In default of this, the payment of the School Apportionment may be withheld, and the defaulting Trustees made personally responsible for the loss of the amount thus forfeited and lost to the School Section through their neglect; and any Parent may sue the Trustees for damages in not providing "Adequate Accommodations" for the due reception and teaching of his child.

Then follows also the obligation of Trustees to employ a competent Teacher. If the property of every man is taxed in proportion to its value to support a Public School, every man has a just right to claim the teaching of his children all the subjects of the Public School education. The First clause of the Eighty-first Section of the Consolidated School Act explicitly requires that, "It shall be the duty of every Teacher of a Common School to teach diligently and faithfully all the subjects required to be taught in the School;" and, therefore, a Teacher must be employed competent to teach those subjects, as far as the children of each Ratepayer may require. It would be a monstrous injustice to tax a man to defray all the expenses of a School, and then that his children could not be taught in such School the prescribed Public School subjects, on account of a Teacher being employed less advanced than some of his own children. The object of the Free School Law is not to save the pockets of certain parties, but to make the School as fit to teach in, as it is free, to all classes of children of school age, by making the property of all liable for its support, and empowering Trustees to command its resources. It is, therefore, as much the duty of Trustees to employ a Teacher as competent to teach more advanced Public School Pupils in their Section as to teach the beginners; and the best economy is to employ the best Teacher that can be obtained, as it is to employ the best Physician, or Lawyer, or Mechanic.

The Thirteenth Section of the Act contains a most important provision for introducing into the Schools "the teaching of the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture," and makes it the duty of the Council of Public Instruction to train Teachers, prepare a Programme of Studies, and select Text-books for that purpose,—thus giving the Public Schools a practical character in connection with various industrial pursuits of the Country that they have never yet possessed, but which has recently been largely provided for by the Legislature.

The Fifteenth Section of the new School Act also provides against injuriously small School divisions; and the Sixteenth Section of the Act provides for a majority of the Trustees, or any five Ratepayers, a competent and impartial tribunal of appeal against an unjust, or hurtful, formation, or alteration, of the boundaries of their School Section.

The Seventeenth Section of the Act provides facilities for procuring suitable School Sites, such as have often been applied for by Trustees and others, but which have not heretofore been provided by law.

By the Twenty-seventh Section of the School Act, the Division Court is substituted for the often tedious and uncertain mode of arbitration for the settlement of pecuniary disputes between Trustees and Teachers.

By the Second Sub-section of the Thirtieth Section of the Act, more extensive and defined powers are given to the Collector appointed by Trustees; and by the Third Sub-section of the same Section, the restriction heretofore imposed upon Trustees in employing a Teacher for the ensuing year between the first of October and the second Wednesday in January, is repealed.

By these provisions of the new School Act, and others to which I need not refer, great additional facilities are provided to enable Trustees to fulfil the important and responsible trust committed to them by their fellow-citizens for the sound Public School education of all the youth of the land—a trust which I doubt not you will fulfil in

a manner worthy of your office, and commensurate with the best interests of our beloved Country.

TORONTO, March, 1871.

EGERTON RYERSON.

III. TO TEACHERS OF THE PUBLIC SCHOOLS OF ONTARIO.

The new School Act contains more provisions to advance the profession and position of Teachers of Public Schools than any School Act, which has been passed by our Legislature since 1850.

It makes all the Schools Free by Law, and thus relieves Teachers of all labour and frequent difficulties and losses arising out of the Rate-bills on Pupils.

It makes permanent, during good behaviour, all Certificates granted by County Boards according to the Terms, giving no power to such Boards, or to any other Board, or Council, or individual whatever, to cancel such Certificates, except for misconduct, until they expire according to the terms of them.

It provides for the examination of Candidates for Teachers' Certificates of Qualification by Boards of Examiners consisting of none but those who have had experience in teaching.

It authorizes Regulations by which none but holders of First-class Provincial Certificates of the highest grade, or University Diplomas, with testimonials of experience in teaching equivalent to the higher grade of First-class Provincial Certificates of Teachers, shall be Inspectors of Public Schools.

It repeals the Section of the Consolidated School Act which prevented the employment of Teachers, except under certain circumstances, for an ensuing year between the first of October and the second Wednesday in January.

While the provisions of the Consolidated School Act relative to the prompt payment of Teachers' Salaries remain unchanged, the new Act provides a more certain and expeditious mode of settling pecuniary disputes between Trustees and Teachers, by the decision of a Court, than by the old method of Arbitration.

The highest class County Board Certificates hereafter to be awarded, (equal to second-class Provincial Certificates), will be for life, or during good behaviour, and valid in every County of the Province, instead of being liable, as heretofore, to be cancelled at the pleasure of the County Board granting them, and limited to one County.

The Regulations and Programmes of Studies for the Discipline of the Schools and the Classification of Pupils, will as much improve the position of Teachers and facilitate the performance of their duties, as the provisions of the Act above referred to.

But while provision is thus made to improve the position and protect the interests of the Teachers,—equal care must be taken to maintain and elevate the standard of the Teacher's qualifications; so that, while, on the one hand, the Teacher is secured in what belongs to the dignity and efficiency of his profession, the public shall be guaranteed against unqualified and incompetent Teachers. If the position of the Teacher is improved, the standard of his qualifications should be proportionately advanced; and this will tend still further to improve his position and interests and, at the same time, increase the efficiency and value of his teaching,—thus effecting a saving in the time of the Pupils, and promoting the development of their faculties, and their acquisition of knowledge.

It is with this view that the new School Act has provided for the more uniform and effective Examination of Candidates for the Teaching Profession, and their classification, according to qualification and merits. The *Ontario Association of Teachers* have themselves requested that the Council of Public Instruction should prepare Papers for the Examination and Classification of Teachers throughout the Province, and direct the manner of such Examination. This is provided for by the new Act. There have heretofore been four classes of Teachers' Certificates. There will hereafter be but

three Classes of Certificates, namely, Provincial Certificates by the Council of Public Instruction, and two classes of Certificates by County Boards. The third Class Certificates heretofore given by County Boards will hereafter cease to be given. The Examination Papers for the three Classes of Certificates to be given, will all be prepared under the direction of the Council of Public Instruction, as also the estimated value of each question, and will thus be the same in every County of the Province.

Each Class of Examination Papers thus prepared will be sent to the County Inspectors under Seal, not to be broken except on the day and place of Examination of Candidates, and in their presence. The Examination will take place on the same day and at the same hour, at the place of Municipal Council Meetings in all the Counties and Cities of the Province, and the same time allowed, and the same mode adopted in the Examinations by every County and City Board of Examiners. The Questions and Answers by Candidates for First-class Provincial Certificates will be forthwith sealed up in the presence of the Candidates, and transmitted to the Education Department at Toronto; the value of the Answers to the Questions for the other two Classes of Certificates will be decided upon by the County Boards of Examiners, who will grant the Certificates accordingly.

The lowest Class Certificates issued by the County Board will be valid for three years, but not renewable, unless under very special circumstances. . . . That the profession will thus be gradually purged of non-improving and incompetent Teachers, and Parents and Pupils will be relieved of their incumbency.

To be eligible for Examination for the highest Class County Board Certificate, (or Second-class Provincial Certificate), the Candidate must have successfully taught three years; and the Certificate obtained by him or her, will be valid during life, or good behaviour, and will be available in all the Municipalities of the Province.

To be eligible for Examination for a First-class Provincial Certificate, the Candidate must have successfully taught five years, or two years, if during that period he has held a Second-class Certificate granted under the new Regulations, and his Certificate will not only be valid during life, or during good behaviour, and available in all the Municipalities of the Province, but will, if of the first grade, (A), render him eligible for the office of County Inspector of Public Schools.

It is important to add, that the standard of qualifications of these different Classes of Teachers will be the same for all Teachers, whether trained in the Normal School or not; and just as the same Examination is required of all Candidates for the Degree of Bachelor of Arts in the University, whether they have attended Lectures in University College, or whether they have studied at home, with, or without, the aid of a private Tutor.

There is immense advantage in Candidates for First-class Provincial Certificates attending the Lectures, Examinations and actual teaching in the Model Schools, in connection with the Normal School. . . . But the standard of qualification cannot be varied to suit the varying circumstances of Candidates. The Normal School, with its Model Schools, is the University for the training of Teachers for Public Schools. . .

Nor must Teachers holding even the higher County Board Certificates suppose that it is an easy thing to obtain a First-class Provincial Certificate. This has never been accomplished, nor can it be accomplished, without long and severe application. I have caused the Register of our Normal School for the last four years to be examined, with the following results: During the years, 1867, 1868, 1869, 1870, (with an average attendance of about 150, each of the half-yearly Sessions), there have been granted only thirteen Provincial Certificates of the First Grade A. Of the thirteen Students who obtained A Certificates, eight entered the Normal School with First-class County Board Certificates, and two with Second-class County Board Certificates. During the same period of four years, thirty-four First-class Provincial Certificates of the Second grade B were granted to Students, fifteen of whom had obtained First-class, and nine Second-class County Board Certificates before entering the Normal School. During the same four years fifty-nine First-class Certificates of the Third grade C were granted to

Students, twenty-four of whom possessed First-class, and ten Second-class County Board Certificates on entering the Normal School.

The time required to take a Certificate depends, of course, upon the attainments and ability of the Student, and the grade and class to which he aspires. To obtain a first-class grade A the average time taken is between three and four Sessions. A few have taken such Certificate in one Session, but the majority require four, five and even six Sessions. The average time required to take a second-class certificate, grade A, is about two Sessions.

The Course of Studies in the Normal School was last revised in 1858, . . . as the standard of qualifications for all Teachers in order to entitle them to First-class Provincial Certificates; and just in proportion as they approach that standard will they be qualified thoroughly to manage and teach the Public Schools, as well as to inspect them; and just as the Public Schools approach the standard of the Model Schools, will be their increased value in the knowledge they impart, the faculties they develop, the habits and character they aid to form in the youth of our Country. Every Teacher should aim to occupy as high a place as possible in his profession, in his character, his example, his habits, his success, his usefulness.

TORONTO, March, 1871.

EGERTON RYERSON.

EXPLANATORY NOTE.

Attendance at the Normal School for Ontario, with the required practice in the Model School, and passing the requisite examinations for a First Class Certificate, shall be considered equivalent to teaching five years in a public or private School. So also, attendance at the Normal School, with the required practice in the Model Schools, and passing the requisite examination for a Second Class Certificate, shall be considered equivalent to teaching three years in a public or private School.

In regard to teachers in French or German settlements, a knowledge of the French or German Grammar, respectively, may be substituted for a knowledge of the English Grammar, and the certificates to the Teachers expressly limited accordingly.

CIRCULAR TO THE WARDEN AND MEMBERS OF THE COUNTY COUNCILS IN ONTARIO, IN REGARD TO THE APPOINTMENT OF COUNTY SUPERINTENDENTS, OR INSPECTORS, OF SCHOOLS.

In March last I addressed, through you, to the County Council over which you preside, a Circular Letter on the subject of the New School Law.

In that Circular I referred to the appointment of County Inspectors of Public Schools, and suggested the advisableness of a temporary appointment of such Inspector; but it having been represented to me that some of the best qualified Persons for the office would not like to give up their positions and prospects for the temporary and uncertain appointment to the office of County Inspector for six months. . . . I brought the matter before the Council of Public Instruction, which directed a special Examination to be held for all Candidates for the office of Public School Inspector. Due notice was given of such Examination, and all Candidates, who felt themselves able to become legally qualified for the office, presented themselves, and underwent an examination of six hours per day during five days. . . .

The office of Inspector is the highest prize held out in the School System for the meritorious Teacher . . . no Teacher of a Public School can be legally qualified for the office except one who has obtained the highest grade of the highest Class Certificate of Qualifications in his profession.

TORONTO, 30th May, 1871.

EGERTON RYERSON.

QUALIFICATIONS OF COUNTY EXAMINERS.

All Head Masters of Grammar, or High, Schools, and all Graduates who have proceeded regularly to their Degrees in any University in the British Dominions, who have taught in a College, or School, not less than three years; and all Teachers of Common, or Public, Schools who have obtained a First Class Provincial Certificate of Qualifications, or who may obtain such Certificate under the provisions of the present School Law, shall be considered as legally qualified to be appointed Members of a County or City Board of Examiners, without further examination, on their obtaining from the Education Department the Certificates required by Law.

REGULATIONS IN REGARD TO EXAMINERS AND INSPECTORS.

I. Candidates eligible to act as County, or City, Examiners will, on application, be furnished with the requisite Certificate from the Education Department.

II. A Candidate for the office of County, or City, Inspector of Public Schools must, in order to be eligible for that appointment, obtain from the Education Department a Certificate of his qualification for that office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University Graduates and Head Masters of High Schools, a satisfactory Thesis is required on the Organization and Discipline of Public Schools, etcetera.

III. The Thesis to be prepared ought not to exceed twenty-five or thirty pages of foolscap, written on one side only, and should embrace the following topics, or subjects, chaptered as numbered, videlicet:—

1. Organization of Schools; Classification of Pupils; the System of Monitor Teachers—its use and abuse; School Buildings and In and Out-door arrangements; School Furniture and Apparatus, etcetera.

2. School Management; Time Tables and Limit Tables of Study; School Rules; School Register; Roll-book; Visitor's Book.

3. General principles of Education; Art of Teaching, with examples of the mode of treating various subjects; characteristics of the successful Teacher; how to secure attention; how to interest the Class.

4. Characteristics of good style of questioning; correction of errors; recapitulations, etcetera.

5. Principles of Mental, Moral and Physical Culture of Childhood; Gymnastics and Callisthenics.

6. School Discipline; Rewards and Punishments; Prizes; authorized system of Merit Cards.

7. School Libraries; how best to make them available; School Museums, or local collections, their value, and how to promote their formation and use.

8. Principles of the School Law relating to Public School Trustees, Teachers and Inspectors of Schools.

EXAMINATION OF COMMON SCHOOL TEACHERS.

In regard to the examination of Teachers it is proposed that the same Examination Papers will be used on the same day in every County of the Province. In these Examinations special prominence will be given to School Organization and Discipline, as well as to School House Accommodation, Internal Arrangements, Construction, etcetera.

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the Institution of the Province."—*Lord Elgin*.

"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—*Horace Mann*.

Under the Regulations of the Education Department, each County Council can establish four classes of Libraries in their Municipality, as follows:—City, Town, Village and Township Councils can establish the first three classes, and School Trustees either of the first and third classes.

1. An ordinary Common School Library in each School House for the use of the Ratepayers and children.

2. A General Public Lending Library, available to all the Ratepayers of the Municipality.

3. A Professional Library of Books on Teaching, School Organization, Language and kindred subjects, available to Local Superintendents and Teachers alone.

4. A Library in any Public Institution, under the control of the Municipality, for the use of the Inmates, or in the County Jail, for the use of the Prisoners.

It cannot be too strongly urged upon School Trustees the importance and even the necessity of providing, (especially during the Autumn and Winter months), suitable reading Books for the Pupils in their School, either as Prizes, or in Libraries. Having given the Pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS, 1871.*

Prescribed by the Council of Public Instruction for Ontario.

The great object of this Programme is to secure such an education of youth as to fit them for the ordinary employments and duties of life. This includes:—

First. Reading, Writing, Arithmetic, and the use of the English language. Every youth, whether in Town, or Country, should be able so to read that reading will be a pleasure and not a labour, otherwise his little knowledge of reading will be seldom, if ever, used to acquire information; he should be able to write readily and well; he should know Arithmetic so as to perform readily and properly any financial business transactions, and be able to keep Accounts correctly; he should be able to speak and write with correctness the language of the Country. These subjects are the first essentials of education for every youth, and in which he should be primarily and thoroughly taught.

Secondly. An acquaintance with the properties and growth of the Plants we cultivate and use, and the Soils in which they grow; the Instruments and Machinery we employ, and the principle of their construction and use; our own Bodies and Minds, and the laws of their healthy development and preservation. Large experience shows not only the importance of a knowledge of these subjects of Natural Science and Experimental Physics, but that they can be taught easily for all ordinary practical purposes to Pupils from six to twelve years of age.

Thirdly. Some knowledge of Geography and History of the Civil Government and Institutions of our own Country, and, in all cases, of the first principles of Christian Morals, so essential to every honest man and good citizen.

These are the subjects which should be embraced in a Common School Curriculum, and which have been and can be easily learned by Pupils under twelve years of age. Those who aspire to a higher and more accomplished English education, can obtain it in the High Schools.

The length of time during which a Pupil shall continue in any Class must depend upon his, or her, progress. The promotion of a Pupil from a lower to a higher Class is at the discretion of the Master, or Mistress, of the School, and if any difference arise on this subject between the Master, or Mistress, of a School and the Trustees, or any Parent of a Pupil, the Inspector of the School must decide; but no Pupil is to be promoted to a higher Class without being thoroughly acquainted with all the subjects taught in the lower Classes. A Pupil, on being admitted into a School, must be examined by

*For details of the Programme of this Course of Study, see pages 84-96 of the Documentary History of Education in Upper Canada.

the Master, or Mistress, and placed in the Class into which such Pupil is qualified to enter. In all cases the order of subjects in the Programme must be followed, and the time prescribed for teaching each subject per week must be observed, nor must any subject of the Course be omitted. Where a Class is too large for all the Pupils to be taught together, or where there is an obvious inequality in the ability and progress of the Pupils, such Class may be divided into two divisions,—First and Second.

When the Pupils in a School amount to more than Fifty, and less than One hundred, the Trustees must employ an additional Teacher as an Assistant.

N.B.—The work assigned for home preparation varies with the Class in which the Pupil is placed. In the first and second Classes the lessons are designed to occupy half an hour every evening; in the third and fourth, from an hour to an hour-and-a-half; and in the fifth and sixth, from an hour-and-a-half to two hours. Parents are expected to see that their children attend to their work at home.

CIRCULAR TO THE BOARDS OF TRUSTEES OF HIGH SCHOOLS IN ONTARIO, WITH ACT AND REGULATIONS.

I herewith transmit the Programmes of Studies under the new School Act. Most of the Regulations, in respect to the duties of Masters and Pupils, and for all purposes of Discipline, are the same in the High Schools as in the Public Schools; the few particulars in which they differ are noted and provided for in the Regulations, which I trust will remove many causes of past misunderstandings and facilitate the management of the Schools on the part of both Trustees and Teachers.

What were heretofore known as Common Schools are now called Public Schools, and what were formerly called Grammar Schools are now termed High Schools. The Programmes of Studies for both these classes of Schools were vague and indefinite, and no sufficient agencies existed to give them effect, imperfect and general as they were; but, under the new Schools Act, (providing as it does for the efficient Inspection of Schools and means to enable Trustees of High Schools, as heretofore of Public Schools, to provide and pay a sufficient staff of qualified Teachers), the Schools are not only classified, but also the subjects taught in them. Hitherto the Grammar Schools have been considered as almost exclusively Classical Schools, and the Programme of Studies for them was chiefly formed with that view; but, under the new Schools Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for Girls as well as Boys. When it is provided in the Act that in each High School "provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the low, or elementary, branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all Pupils, to be eligible for admission to the High Schools for the study of Classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commissions on Education in England, but strangely overlooked hitherto, as little Boys, six and seven years of age, have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned.

ADMISSION OF PUPILS TO HIGH SCHOOLS.

The new Act, which became law on the 15th of last February, provides as follows:—

. . . The Pupils already admitted as Grammar School Pupils according to Law, shall

be held eligible without further examination. And Pupils from any part of the County in which a High School is, or may be, established shall be admitted to such School on the same terms as Pupils within the Town, or Village, of such School.

In accordance with this provision of the Act, the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the first four classes of the Public Schools."

It is to be observed also, that although Pupils are eligible for promotion from the Public, to the High School, after passing a satisfactory examination in the subjects of the first Four Classes of the former, it is quite at the option of the Parents, or Guardians, of Pupils, whether they shall enter the High School, or not, before they complete the whole Programme of Studies in the Public Schools, when they can then enter an advanced Class in the High School.

The prescribed Programme of Studies for the High Schools is not intended to be obligatory before the commencement of 1872. . . . As the Senate of the Toronto University contemplate some change in the Matriculation Curriculum, it is probable some modifications of the Classical Course of the High Schools may be required and made before the commencement of 1872.

While the 34th Section of the new Act provides that each Board of High School Trustees shall make provision for teaching "the Latin, Greek, French and German languages to those Pupils whose Parents, or Guardians desire it;" the same Section also provides, that "the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient Funds to provide the necessary qualified Teachers, from the obligation to teach the German and French languages."

As to Collegiate Institutes, provided for by the new Act, I shall not be in a position to submit to the Lieutenant-Governor-in-Council the recognition and payment of any High School as a Collegiate Institute, until I receive the Inspector's Report, . . . But, in each case of satisfactory report and application, I shall recommend that the recognition of the High School as a Collegiate Institute take effect from the First of July.

The Legislature, at its last Session, added \$20,000 to the High School Grant, exclusive of the Collegiate Institutes; and with the greatly increased powers of High School Boards of Trustees, and the improved Regulations and Programmes, I trust the efficiency and usefulness of High Schools will be immensely promoted. . . .

TORONTO, 13th August, 1871.

EGERTON RYERSON.

PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS.*

Prescribed by the Council of Public Instruction for Ontario, under the Authority of the School Laws of Ontario.

EXPLANATORY MEMORANDA.

The fundamental principle of our System of Public Instruction is, that every youth, before proceeding to the subjects of a higher English, or of a Classical Education, shall first be grounded in the elementary subjects of a Public School Education. No Candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency, by passing a satisfactory examination in the subjects of the first Four Classes of the Public School Programme.

The objects and duties of the High Schools are two-fold:—

First, commencing with Pupils who, (whether educated in either a Public, or Private School), are qualified as above, the High Schools are intended to complete a good English

*For the details of these Programmes, see pages 110-113 of the Documentary History of Education in Upper Canada.

education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulness the duties of Municipal Councillors, Legislators, and various Public Offices in the service of the Country.

The *Second* object and duty of the High Schools, (commencing also with Pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain Professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

POWERS AND DUTIES OF THE HEAD MASTER, TEACHERS AND PUPILS OF HIGH SCHOOLS.

The Regulations published for Public School Masters are extended to High School Masters, and the following additional Regulations are also prescribed:—

Examinations for Scholarships, Exhibitions and Prizes, shall be conducted by the Head Master, but the High School Board may, if they shall think proper, associate other Persons with the Head Master in the Examinations for such Scholarships, Exhibitions, or Prizes.

A Report of the progress and conduct of each Pupil shall be furnished to his Parent, or Guardian, monthly, by the Head Master.

GRAMMAR AND HIGH SCHOOL ACCOMMODATIONS.

No Grammar or High School shall be entitled to receive any Grant unless suitable Accommodations shall be provided for it. The School should have:—

1. A site of an acre, in extent, but not less than half an acre.
2. A School House, (with separate Rooms where the number of Pupils exceeds Fifty), the Walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each Room, for at least one hundred cubic feet of air for each child. It shall also be sufficiently warmed and ventilated and the premises properly drained.
3. A sufficient Fence, or Paling, round the School Premises.
4. A Play Ground, or other satisfactory provision for Physical Exercise, within the Fences, and off the road.
5. A Well, or other means of procuring Water for the School.
6. Proper and separate Offices for both sexes, at some little distance back from the School House, and suitably enclosed.
7. Suitable School Furniture and Apparatus, videlicet: Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.
8. The decoration of the School Room with Pictures is highly desirable.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO THE INSPECTORS OF PUBLIC SCHOOLS IN ONTARIO, 1871.

The School Act of 1871 has laid the foundation of a new era in the Public School Education of our Country. This Act has remedied the most serious defects which experience has found in preceding School Acts; it has made the teaching of Children and youth a Profession, and confined to the highest class of Public School Teachers the oversight of the Schools. It has made the Schools entirely Free in all the Townships of the Land; and it requires suitable School accommodation to be provided for all Children of School age, (that is, from five to twenty-one years), and secures to every

Child the right of School instruction from seven to twelve years of age inclusive. It enables County Councils to discharge their important duties much more efficiently and conveniently than heretofore, and gives a value and permanence to Teachers' Certificates of Qualifications which they never before possessed. It provides for a uniform and adequate standard of Teachers' qualifications throughout the Land, and requires the teaching of those subjects which are a requisite preparation for the Agricultural, Mechanical and Manufacturing pursuits of the Country. It provides for the accomplishment of these objects by an agency which we have never yet had except in solitary instances, but without which, no system of Education can be made efficient; namely competent Inspectors of Schools, duly compensated.

Efforts have hitherto been directed to organize the machinery of the School System, and to provide the apparatus necessary to render it effective; and most nobly have the people of the Country co-operated and done their part in bringing the whole School System into efficient operation. But, as long as the Inspection of the Schools was in the hands of men who were not paid, or expected to devote the studies and time to the duties of their office, and who, for the most part, were not practical Teachers, we could not expect any considerable improvement to their internal state and character of the Schools, except from the improved character of the Teachers, and in instances where regularly trained Teachers, or Teachers who have kept pace with the progress of the times, have been employed; and even they have been able to do little in comparison of what they might have done, had their hands been strengthened and their hearts encouraged by the example, counsel and influence of thoroughly competent Inspectors.

It is but just and right, not to say patriotic, that the people should receive full value in the practical character and efficiency of the Public Schools in return for their sacrifices in establishing and maintaining the Schools. I cannot, therefore, impress upon you too strongly the importance of your office, and the reasonable expectations of the Country as to its usefulness.

Your first duty will naturally be to make yourself familiar, not only with the provisions of the School Law, but with the Programme of Studies and the Regulations, which the Council of Public Instruction have adopted to give effect to the new School Act.

In the Programme of Studies, the subjects essential to a good Public School Education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode, or modes, of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each Teacher. In preparing this Programme, the Reports of the latest Royal Commissioners in England on Popular Education, and the opinions of the most experienced Educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching each of them, that the first years of Common School Studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good education,—Reading, Writing and Arithmetic, including only such other subjects, and to such a degree, as to relieve the Pupils from the tedium of the more severe and least attractive Studies, and develop their faculties of observation and taste for knowledge as suggested by the largest experience of the most advanced Educators. The subjects of the Programme are limited, in both number and range, to what is considered essential, and to what experience has proved can be thoroughly mastered by Pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the new School Act to be taught in Schools, are such and are prescribed to such an extent only, as is absolutely necessary for the advancement of the Country,—in Agriculture, in the Mechanical Arts, and Manufactures, apart from Science and Literature. And when the cheap and excellent Text Books prescribed are examined, in connection with the

subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

The Regulations specify not merely the duties of Trustees, Parents, Teachers, and Pupils in respect to the Schools, but also the mode of visiting and inspecting them, which, I doubt not, will receive your careful and practical attention.

Your immediate duty, on entering into office, will be to receive the copies of Official Correspondence and all other Official Papers from your Predecessor, or Predecessors, in office. As the Apportionments cannot be made before the 1st July, it will be your duty to make them, and to make them according to average attendance, authenticated by the Returns which may be placed in your hands, and according to the directions to Local Superintendents which are printed on the back of those Returns.

Your second, but most important, duty will be the Examination of Teachers for Certificates of Qualification. Hitherto, each County Board has consisted of a considerable number of Members, most of whom, and, in some instances, all of whom, have had no experience as Teachers; each Board has appointed the time, as well as the place, of its own Meeting, has prepared its own Examination Papers for three classes of Teachers, and has then given Certificates according to its discretion, both as to Class and duration. Under the new Act, each Board of Examiners consists of not more than five Members, who have had experience in Teaching, and is under the direction of the County Inspector, who must be a First Class Teacher of the highest grade; and the Meeting of such Board is appointed to be held the same day in every County and City in the Province. The Examination Papers for three Classes of Teachers are all prepared and the value of each Question, and the time allowed for Examinations in each subject determined by a Committee of practical Teachers, under the sanction of the Council of Public Instruction,—that Committee consisting, at present, of Professor Young, (late Grammar School Inspector), and the two Inspectors of High Schools. The Examination Papers for each County will be sent under the Seal of the Department, to the County Inspector, which Seal is not to be broken except in the presence of the Candidates for Examination on the day, and at the hour, appointed. The merit of the Answers to the Questions for Second and Third Class Certificates will be decided upon by each County Board of Examiners, but the Answers to the Questions for First Class Certificates will be transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction, on the Report of its Committee of Examiners. Special instructions will accompany the Examination Papers. . . . No new Candidate for teaching can receive a higher than a Third Class Certificate at his first Examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability, and skill in teaching. No Teacher is eligible to become a Candidate for a Second Class Certificate, who does not produce testimonials of having taught successfully for three years; but he may be eligible at a shorter period, after having received his Third Class Certificate, on the special recommendation of the County Inspector.

Second Class Certificates, under the new Act, it should be observed, are of much more value, and should be of a higher character, than First Class Board Certificates under former Acts, as the latter was limited to a County, and could be cancelled at the pleasure of the Board that granted it; but the former is a Life License, (during good behaviour), and is available to every part of the Province. Each County Inspector and the other members of each County Board of Examiners must, therefore, be impressed with the duty of not granting a Second Class Certificate to any Candidate without satisfactory proof that he, or she, is a successful Teacher of three years' standing, and a clear conviction, in their own minds, that such Candidate is qualified to teach all the subjects of the Public School Programme. . . . The Schools are made free by Law, and every Taxpayer has a corresponding right to have his Children educated in the Public Schools in all subjects of the Public School Programme of Studies; and he

is deprived of this right if a Teacher is employed who cannot teach his children these subjects as required. . . .

Inspection of Schools.—After completing the Examinations of Candidates for Teachers' Certificates, your next work will be to visit and inspect the Schools. The accompanying Regulations on the subject are issued by the Council of Public Instruction; and I need only direct your attention to these comprehensive and minute Regulations. There are, however, two, or three, matters connected with your inspection of the Schools on which I think it advisable to remark. You will probably find more, or less, of the Schools very imperfectly, or not at all, organized for the advantage of either Teachers, or Pupils. A newly appointed Inspector,—a First Class Teacher,—one who had been trained at the Normal School, told me the other day, that the last School he taught, and which he ceased teaching on the day before he conversed with me, was in such a state, when he took charge of it, that he requested the Trustees to be present on the first day of his assuming charge of the School, and to witness the Examination of the Pupils with a view to their classification. It was found that some Pupils had read as far as the Fifth Reader, and yet could not do a question in simple Subtraction, and knew little of the Books they had read. It, therefore, became necessary to put Pupils back from the Fifth to the Third Reader, in doing which he was sustained by the Trustees. The result was that, in the course of three months, all parties gratefully acknowledged the surprising improvement in the School, and now deeply regretted his retirement from it. I dare say you will find the necessity of a similar re-organization of some, if not many, of the Schools under your inspection. It will be seen by this Programme that the attention and time of the Pupils will be chiefly occupied with the three fundamental subjects of Reading, Writing and Arithmetic, and that the other elementary subjects of these three Classes, or years, are intended to develop the faculties of observation, to improve the Mechanical skill in the use of Pen and Pencil, to relieve attention from drier and harder studies and thus facilitate the progress of the Pupils in the primary and essential subjects of Public School Education.

Much time and labour will be required in this your first inspection of the Schools. It might be well, on your first visit, to devote one whole day to the inspection of each School, and, where practicable, to be at the School House five, or ten, minutes before the opening of the School to see how the Teachers bring in and seat their Pupils. You could devote the forenoon to observing the manner in which the Teacher proceeds in teaching and managing the School; during which time you could form a tolerable idea of the ability, skill and merits of the Teacher, and the condition of his School. You could then devote the afternoon to examining and teaching the School yourself; to the classification of the Pupils, if necessary, and then privately give such advice and make such suggestions to the Teacher as you might deem expedient. I think this course of proceeding may be advantageously pursued by Inspectors generally; and, in this way, the Inspector may, to a certain extent, where necessary, become a normal Instructor and Helper of Teachers, as well as Overseer and Organizer of the Schools—rendering them vastly more valuable to the Country than they have ever been.

The Regulations are sufficiently explicit as to the matters of attention and inquiry in your inspection of the Schools, and I hope, as therein directed, you will not omit to note in a book, to be kept for that purpose, a brief statement of the condition in which you find the School, the proceedings and qualifications of the Teacher, the modes of teaching, classification, and government of the Schools, School Premises and accommodation, etcetera, and transmit the same, or a copy of it, to the Education Department, on your completing the visitation of the Schools. This has been done, not only by every Inspector in England, but by the Inspectors of our Grammar Schools from the beginning. This Report is not for publication, but to enable the Education Department to know precisely the condition, defects and wants of the Schools, and to suggest and adopt, as far as possible, the requisite means for their improvement. It is also desirable to know the real condition and character of the Schools at the commencement of the

new System of Inspection, and of the Free School Law, so that their future progress may be duly noted and appreciated.

This Department will always answer any inquiries you may have to make, and aid you in every possible way in the performance of the duties of your responsible office.

Having finished my Life's work in respect of School Legislation, I may not have occasion to address you another Circular on the subject of the School Law; but I shall watch with the deepest interest the operations and results of these recent and important improvements in our School System.

TORONTO, 26th June, 1871.

EGERTON RYERSON.

INDUSTRIAL SCHOOLS FOR TRUANT AND VAGRANT CHILDREN IN THE CITIES AND TOWNS OF ONTARIO.

At a Public Meeting in 1868 at Toronto in regard to Vagrant Children, the formation of a scheme of Industrial Schools to which such Children could be sent was discussed. . . . The project was again revived in 1871, on the passage of the Comprehensive School Act of 1871, under the authority of that Act Boards of School Trustees in Cities and Towns were authorized to establish these Schools. The question was then brought up in the Toronto City Board of School Trustees and a Committee was appointed to consider the matter. That Committee brought in a preliminary Report, and a further special one after the Committee had visited the United States on the subject.

Mr. W. B. McMurrich said that he considered that the Industrial Schools were the one link that was required to complete the chain of the Educational System in this City, and would remove a complaint that was often made against the Board, that their Public School System did not reach a certain class. . . . In England the Industrial School System had proved very satisfactory.

The Deputation appointed by the School Board having visited the United States collected a great deal of information on the subject and presented a Special Report, from which the following extracts are made:

At the last Meeting of the Legislature, the School Law was amended by 34 Victoria, Chapter 33, and Section 42 of the amending Act provides that,—

“The Public School Board of each City, Town, and Village, may establish one, or more, Industrial Schools for otherwise neglected children, and make all needful Regulations and employ the means requisite to secure the attendance of such children, and for the support, management, and discipline of such School, or Schools.”

The same Act gives the right to all children to attend School and introduces the principle of Compulsory Attendance.

The Board, by the passage of the above Act, being now in a position to deal with the subject legally, it is but right that Toronto, the Capital of Ontario, should take the lead in providing for her Vagrant population that training and that kind of education which they so greatly require, and from which they are debarred it may be by the extreme poverty, ignorance, vice, greed of gain, or indifference of their Parents, or Guardians; a System of Education and Industrial training that will convert what would otherwise be the costly inmates of our Gaols and Penitentiaries into industrious citizens, capable of working for the common good, and with honour to themselves and those connected with them.

Although our Schools are Free to all, still experience has shown that the Vagrant class seldom, or ever, find their way into our Schools. In 1863 a School Census was taken under the authority of the Board, when it was found that no less than 1,165

Protestant children of School age were not attending any School, or receiving any kind of Education. This number in the year 1868 had risen to 1,600 children, and with our growing population the number may now be taken to be considerably larger than this. How important, then, to provide at once for these poor children growing up in our midst in ignorance and neglect.

Were the Board at present to put in force the power given them to enforce attendance at our Schools, the first difficulty to be overcome would be, where to send children of the class referred to? To send them to our Schools in the condition in which they would most likely be found, and with all their wild untutored habits, must tend to demoralize our present Schools and impair their efficiency. Proper Accommodation must, therefore, at once be found in the shape of an Industrial School, or allow the School Law to remain a dead letter.

After a prolonged and elaborate discussion of the subject, the School Board on the recommendations of the Committee decided:

1. That the system of Compulsory Attendance be put into operation in the City of Toronto, and a Truant Officer appointed in the Eastern and Western divisions of the City to see that the same is properly carried out.

2. That the establishment and equipment of an Industrial School is desirable.

3. That the School partake of the Reformatory and Voluntary character, so happily combined in some of the above Institutions in the United States, due provision being made for the classification of the Inmates.

4. That such amendments be asked for to the existing School Law, if necessary, as will give the Board the power of detention in the School of the children committed to their care during minority, or until such time as the Board may consent to their discharge.

5. That a special application be made through the Education Department to the Legislature for a Special Grant from the School Fund towards the establishment of the said School to cover the expenses over and above that which would be incurred, for purely educational purposes.

PROCEEDINGS OF THE LEGISLATIVE ASSEMBLY OF ONTARIO, 1871-72.

PROJECTED IMPROVEMENTS IN OUR EDUCATIONAL SYSTEM. SCHOOLS OF TECHNOLOGY AND AGRICULTURE ESTABLISHED.

December 8th, 1871. His Excellency the Lieutenant-Governor opened the Session by the usual Speech in which he said:—

The liberal measures which the Legislature adopted at its last Session to improve our System of National Education, by making the Public Schools Free by Law, by providing for their more efficient Inspection, by giving stability to and elevating the profession of Teachers and by rendering practically symmetrical and coherent the Public and High Schools have been brought into operation, and they are likely to fulfil the most sanguine expectations of the friends of thorough and universal Education.

The demand for regularly trained Teachers has augmented from year to year, and the number of young persons desirous of properly qualifying themselves for the profession of teaching by a regular Course of Training is so largely increasing, that it may be worthy of your consideration whether additional facilities should not be provided for that purpose.

Nor less useful do I think will prove the measures of the same Session for providing by a new School of Technology now shortly to be opened for preparatory Education of skilled men as Engineers, Managers, and Operators in the various Manufacturing Establishments, and in the Steamboat and Railway Systems of the Country. When we find these Establishments are springing up and dotting our Country on every side, and a network of Railways is covering its surface, we should be wanting in wisdom and common prudence not to provide as every progressive People is providing for the Scientific and Practical Education of classes of men to conduct these vast and important operations, and thus develop the latent and unmeasured resources of our favoured Land. No maxim of civil government is more sound than that each Country should provide, as far as possible, by its own culture and skill, for the supply of its own wants, and the development of its own resources, and it is unquestionable that money expended to educate Men for these purposes is a most profitable public Investment.

I am to inform you that arrangements are in active progress for the establishment of a School of Agriculture. A suitable Site comprising six hundred Acres of Land, of varied soil and easy access to the Public, has been purchased; and no time will be lost in bringing this important scheme into operation; whereby those of our youth who desire to follow agricultural pursuits may obtain the education specially adapted to their wants.

December 11th, 1871. The Order of the Day for taking into consideration the Speech of His Excellency the Lieutenant-Governor having been read, it was proposed to state:—

That we are pleased to hear the statement by His Excellency that the liberal measures which the Legislature adopted at its last Session to improve our System of National Education by making the Public Schools Free by Law, by providing for their more efficient Inspection, by giving stability to and elevating the profession of Teachers, and by rendering practically symmetrical and coherent the Public and High Schools have been brought into operation, and that they are likely to fulfil the most sanguine expectations of the friends of thorough and universal Education.

That, recognizing the fact that the demand for regularly trained Teachers has augmented from year to year, and the number of young Persons desirous of properly qualifying themselves for the profession of teaching by a regular Course of Training is so largely increasing, we shall gladly act on the suggestion of His Excellency and consider whether additional facilities should not be provided for that purpose.

That we believe with His Excellency, that not less useful will prove the measure of the same Session for providing by a new School of Technology now shortly to be opened for preparatory education of skilled men as Engineers, Managers and Operators in the various Mechanical and Manufacturing Establishments, and in the Steamboat and Railway Systems of the Country; that, when we find that these Establishments are springing up and dotting our Country on every side, and a network of Railways is covering its surface, we should be wanting in wisdom and common prudence not to provide, as every progressive People is providing, for the Scientific and Practical Education of the classes of Men to conduct these vast and important operations, and thus develop the latent and unmeasured resources of our favoured Land. We also agree with His Excellency that no maxim of Civil Government is more sound than that each Country should provide, as far as possible, by its own culture and skill, for the supply of its own wants and the development of its own resources, and that it is unquestionable that money expended to educate Men for these purposes is a most profitable public Investment.

That we receive with satisfaction the information that arrangements are in active progress for the establishment of a School of Agriculture, that a suitable Site, comprising six hundred Acres of Land, of varied soil and easy access to the Public, has been purchased, and no time will be lost in bringing this important scheme into operation, whereby those of our youth who desire to follow Agricultural pursuits may obtain the education specially adapted to their wants.

January 30th, 1872. The following Petitions were received and read:—Of Brother Aphraates and others, of Toronto, praying that an Act may pass to incorporate the Brothers of the Christian Schools of Ontario; of the Ladies' Colleges of Ottawa, praying that an Act may pass to amend their Act of Incorporation; of Mr. G. W. Sheldon and other Public School Teachers, praying that no alteration be made in the Law relating to the Superannuated Teachers' Fund; of Mr. Joseph Staples and others of Victoria, praying that the Education Department may furnish Books, Maps, etcetera, to Schools.

The following Bill was introduced and read the first time:—Bill, "An Act to amend the Law respecting Public Schools."—Mr. James Bethune.

1. The Second Section of the Act of Parliament of Ontario passed in the Thirty-fourth year of the Reign of Her Majesty, chaptered Thirty-three, and intituled:—"An Act to improve the Common and Grammar Schools of the Province of Ontario," is hereby repealed, and the following Section substituted in lieu thereof:—

(2) Every High School Corporation shall provide adequate Accommodation for all children of School age in their School Division and Municipality, and each Public School Corporation shall provide such School Accommodation as the majority of the Trustees shall from time to time deem adequate for all the children of School age in their School Section, or Municipality.

3. The Twentieth Section of the said Act is hereby repealed, and the following Section shall be substituted in lieu thereof:—

(20) The Trustees of any Public School Section, or Municipality, shall after a Resolution to provide a Residence for a Teacher has been passed by the votes of a majority of the Ratepayers present at the Annual Meeting have the same authority to provide such Residence as they now have to provide a School Site in their Section, or Municipality.

NOTE. This Bill did not pass the Legislature.

January 31st, 1872. The following Petitions were received and read:—Of Trinity College, of Toronto, praying to be exempt from Municipal Taxation; of Mr. Frederick Burrows, and others, of Lennox, praying that the Education Department may be directed to furnish Schools with Maps.

The following Bill was introduced and read the First time:—

Bill (Number 91), intituled, "An Act to amend the Act passed in the 34th year of Her Majesty's reign, intituled, 'An Act to improve the Common and Grammar Schools of the Province of Ontario.'"—Mr. Fairbairn.

NOTE. In regard to this Bill the following Letter was written to the Honourable Edward Blake in regard to it:—

Presuming, as intimated to Mr. Fairbairn, that he had your consent to his introduction of a special Remedial Bill, to amend the Fortieth Section of the School Act of last Session, I enclose herewith a copy of his Bill, as revised.

If special legislation of public measures be permitted to private Members of the House, the Chief Superintendent approves of this Bill in its present shape, but he has never consented to any private legislation on the School Law, and has, from the beginning, mentioned that it should always be in the hands of the Government, and conducted on their responsibility alone.

Mr. Fairbairn called on this subject and we revised his Bill, as suggested, but submit the matter to you with this explanation.

TORONTO, 31st January, 1872.

J. GEORGE HODGINS, *Deputy Superintendent.*

[In reply to this Note, Mr. Blake stated that he had no conversation with Mr. Fairbairn on the subject]

As this Bill did not pass, I insert a copy of it as follows:—

“Section Forty of the School Act, passed in the 34th year of Her Majesty's Reign, is hereby amended, so as to read as follows:—

“40. Every County Council shall determine the limits of each High School District for each Grammar School now existing within the County, and each such Council may form one, or more, Townships, Towns, and Villages within its jurisdiction, or Towns withdrawn from its jurisdiction for Municipal purposes into a High School District; and the High School Board of such District shall possess all the powers within the said District for the support and management of their High School, and in respect to the County Council and the Councils of such Towns as are withdrawn from the jurisdiction of the Council of the County as are possessed under the Grammar School Acts, and this Act by High School Boards in respect to the support and management of the Schools under their care; and such County Council may appoint and determine the continuance and succession in office of six duly qualified Persons as Members of such High School Board, and the appointment of High School Trustees shall, in each case, devolve in equitable proportions (as determined by the Chief Superintendent), upon and be made by the Municipal Councils, which, by the Thirty-sixth Section of this Act are required to raise moneys for the support of the High Schools concerned: Provided, however, that existing Grammar School Divisions already established shall be called High School Districts until altered according to Law, and all appointments of High School Trustees made by Municipal Councils shall be confirmed until altered according to the provisions of this Act.”

February 1st, 1872. The following Petitions were received and read:—Of the Public School Board of Toronto, praying that an Act may pass to extend the powers given to Public School Boards in relation to Industrial Schools; of Mr. Richard Preston and others of Leeds; also of Mr. James Coyle Brown and others of Peterborough; also of Mr. Schuyler Shibley and others of Frontenac, severally praying that the Department of Education may be directed to furnish Maps, etcetera, to Schools.

Mr. C. J. Rykert, from the Committee on Standing Orders, presented their Seventh Report, which was read as follows:—Your Committee have examined the following Petitions, and find the notices in each case correct:—Of the Ladies' College at Ottawa, praying that an Act may pass to amend their Act of Incorporation; of Brother Aphraates and others, praying that an Act may pass to incorporate the Brothers of the Christian Schools of Ontario.

CORRESPONDENCE OF THE CHIEF SUPERINTENDENT OF EDUCATION WITH DEPARTMENTS OF THE GOVERNMENT, 1872.

NOTE. This Correspondence was moved for, and laid before the House of Assembly, but, as most of it relates to purely Departmental matters, that part of it is not inserted here.

THE REVEREND DOCTOR RYERSON (ON HIS PROPOSED RETIREMENT FROM THE EDUCATION DEPARTMENT) TO THE HONOURABLE EDWARD BLAKE, PRESIDENT OF THE COUNCIL.

After much deliberation I have thought it advisable to address you in respect to my long-desired retirement from the Education Department, of which I have had the charge much longer than any Judge has ever occupied the Bench, and to a greater age.

In the recent Financial speech of Mr. Alexander Mackenzie, Provincial Treasurer,

he expressed a desire and intention on the part of the Government to examine into the expediency of the Educational Depository Branch of the Department. This I most earnestly desire. I have observed, from other intimations, that there is also a wish that the Government should consider the very constitution and system of the whole Department of Public Instruction. To this I have not the least objection. But I have thought that my past and present connection with the School System, from its creation, might embarrass the Government in its deliberations and decisions on the subject. The infirmities of age must compel me to retire before long; but I have thought that my immediate and early retirement would enable the Government to exercise its discretions more freely in regard to the Department and System of Public Instruction.

I have caused to be made, and herewith enclose, copies of the Correspondence which took place between the Government and myself four years ago in regard to my then proposed retirement from the Department. At that time I tendered my resignation unconditionally,—leaving my case to the consideration of the Legislature, in view of the nature and length of my past public services. Since then the Leader of the late Administration and others have expressed the opinion in private that I ought to be allowed to retire without diminution of Salary, and I have been consulted as to the bringing of the matter under the consideration of the Legislative Assembly; but I have declined to consent to any steps being taken in the matter until the Leaders of both Parties should be disposed to consult and agree in regard to what should be done, as I would consent to nothing which should not be agreed upon by the leading Men of both Parties in the Legislative Assembly. I have not the power of endurance, or the ability to help myself, that I had four years ago. I can show without a doubt that, apart from my long work in the Department, I have actually caused a saving to the Country of more than One hundred thousand dollars, and the diffusion of a large amount of useful literature, in the Public Library System, besides causing to be commenced and developed certain branches of domestic Manufacture, accompanied by an unprecedented development of the ordinary Book Trade.

I do not desire to retire from my present post of duty to be released from work, but I wish to do a work which no other person is likely to do, and for doing which my experience of public affairs, since 1824, and my early relations and intercourse, gives me an advantage perhaps over any other man now living. I refer to writing a History of the Pioneer Founders of this Country, and of its Constitutional System of Government,—embracing, in effect, a history of the progress of Society in Upper Canada from the beginning to the present times. To preparatory studies for this work I have devoted much time during many years, and have collected and collated many authorities for my purpose. . . . The scope of my proposed inquiries will be into an almost unexplored field of historical investigation; or one which has been presented only on one side by American Historians, whose partial statements have been adopted by most English Historians and Writers, without further examination of the original sources of information.

But, in the prosecution of my work, I purpose to visit the Provinces of New Brunswick and Nova Scotia, among the Archives of some of the old Families of which, I am told, there are many Letters and Documents which throw much light upon the character and circumstances of the old United Empire Loyalists, who retired there after the close of the American struggle. I may also find it necessary to go to England and search the Archives of the Board of Trade and the Colonial Office on matters relating to the Revolutionary period of American History. . . .

In case you concur in what I have above intimated, I would suggest the creation of the office of Minister of Public Instruction, bringing the University, Upper Canada College, the Institution of the Blind and Deaf, as well as the High and Public Schools, under a direct government supervision.

In the practical administration of the Education Department an abler and more judicious and reliable Man cannot be found than Doctor Hodgins, who has been in the Department twenty-seven years, who was first educated to business in a Retail Store in

Galt, and afterwards in a Wholesale Establishment at Hamilton, with the Stinsons. He was Clerk in the same establishment with, and senior to, Mr. Charles McGill, M.P., and was offered to be set up in business by the Stinsons, or admitted as a Partner in a year or so if he would remain, but who chose Literature, and went to Victoria College in 1840, where I found him; and on account of his punctuality, thoroughness, neatness, method and excellent conduct, I appointed him First Clerk on trial in my Office in 1844; and, having proved his ability, I wrote to him while in Europe, in 1845, to come home to his widowed Mother in Dublin, and spend a year in the great Education Office there, to learn its whole mode of management and proceeding. I had arranged with the late Archbishop Whately and other Members of the Irish National Board of Education to admit Mr. Hodgins into their Office, to study the details of its management, and of the Normal and Model Schools connected with it. Mr. Hodgins did so at his own expense, losing his Salary for the year; at the end of which time he returned to my Office, with the testimonials of the Irish National Board as to his diligence and the thorough manner in which he had mastered the modes of proceeding in the seven branches of that great Education Department. He also brought Drawings of his own make of the Dublin Education Offices, Normal and Model Schools. Since then you know that Mr. Hodgins has proceeded regularly to his Degrees in Law in the University, and has been admitted to the Bar. He is, therefore, the most thoroughly trained man in all Canada for the Education Department, and he is the ablest and most thorough Administrator of a public Department of any man with whom I have ever met. I think he has not been appreciated according to his merits; but should you create and fill the Office of Minister of Public Instruction, you may safely confide all the ordinary administrations of the Education Department to Doctor Hodgins, with my title of Office.

The nature of your Answer to this Letter will enable me to decide whether I shall make an official Communication to the Provincial Secretary on the subject or not.

Perhaps all that would be necessary, in the way of legislation, this Session on this subject would be to submit a Resolution to the House recommending, 1st. The creation of the Office of Minister of Public Instruction, and authorizing the Government to make such provision as it might judge expedient to fill such Office, and for the retirement of the present Chief Superintendent of Education.

In the event of my retiring from my present Office, I should not object, if desired, to be appointed Member of the Council of Public Instruction, and give any assistance in my power in its proceedings, as the result of my experience. . . .

TORONTO, February 10th, 1872.

EGERTON RYERSON.

THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have your Note of the 10th instant, marked private, proposing your retirement and the reconstruction of the Education Office, and enclosing copies of a former Official Correspondence on the same subject. . . . If you will have the goodness to put yourself in communication with the Provincial Secretary, as on the former occasion, the subject will receive the early and earnest attention of the Government. . . .

I hope and believe you would be right in trusting to my fairness even did I, as you assume I do, entertain ill-feeling towards you; but I have not the least ill-feeling towards you, or any other of my fellow men. I shall humbly endeavour in my dealings with you to exemplify that Christian charity of which, as a Minister of the Gospel, you have doubtless preached.

TORONTO, 12th February, 1872.

EDWARD BLAKE.

NOTE. Further Letters followed; but chiefly on personal matters, and are, therefore, omitted.

THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION ON
THE SUBJECT OF TEACHERS' INSTITUTES.

I will feel obliged if you will, as soon as possible, inform me of the proposed mode of distribution of the sum of \$2,200, asked for in your Estimate for the year's services, for "Teachers' Institutes," and the objects for which the money is to be used. Is it simply intended as an encouragement to form such Associations? And do you intend to pay the amount as a matter of course on the formation of such Institutions? . . .

TORONTO, 11th January, 1872.

A. MACKENZIE.

REPLY OF THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL
TREASURER.

I have the honour to state, in reply to your Letter of this date, that the appropriation made by the School Act passed early in the year 1850, "for the encouragement of Teachers' Institutes," was intended to assist in defraying the incidental expenses of such Institutes, such as the Accommodation, Stationery, Maps, Apparatus, and sometimes special Lectures, by Teachers on special subjects. This is the mode in which they have been encouraged by public aid in the neighbouring States, where, in Massachusetts and New York especially, they have become an Institution and almost a regular branch of the School System.

I never acted upon this provision of the Law but once, namely, in 1850. That year we dispensed with a Summer Session of the Normal School, and I got the two principal Masters of the Normal School to conduct Teachers' Institutes in the several Counties of Upper Canada. My Official Circular on that occasion is hereto appended, and fully explains the design of such Institutes.

But as there has been no proper classification of Teachers, or classified Programme of Studies, such as could be carried into effect, no local Superintendents competent to conduct such Institutes, or Teachers of sufficient and acknowledged eminence among the fellow Teachers to designate for that purpose, I have thought it would be useless and a waste of time and money to recommend them, and to aid in defraying their expense. But now there are experienced and distinguished Teachers, as Inspectors, and others in each County of qualifications to assist in conducting such Institutes, and as several informal ones have been held with good results during the past few months, I have thought the time arrived when their agency might be usefully introduced for the improvement of Teachers, and especially in teaching those subjects of Elementary Science now required to be taught. Under these circumstances I recommended the provision of the School Act of 1850 to be acted upon to a limited extent this year. Should the Appropriation be made for the current year, it will be my duty to specify in a Circular what may be considered the legitimate expenses of such Institutes, and require audited Accounts of them before I recommended the payment of them by your Department. . . .

TORONTO, 11th January, 1872.

EGERTON RYERSON.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO TEACHERS, SUPER-
INTENDENTS, AND OTHER OFFICERS OF SCHOOLS THROUGHOUT UPPER
CANADA ON TEACHERS' INSTITUTES.

The 65th Section of the School Act of 1871 authorizes the holding of a Teachers' Institute in each County in Upper Canada, "under such Regulations as may be prescribed by the Chief Superintendent of Education, by and with the sanction of the Governor-General-in-Council.

The requisite sanction has been obtained for this purpose. The Provincial Board of Education has proposed to the Masters of the Normal School to devote a part of the next few months to conducting such Institutes; and Messieurs Robertson and Hind have very cordially acceded to the suggestion, and expressed their utmost readiness to visit all the Counties in Upper Canada, as far as practicable, in the prosecution of a work for which they are so admirably qualified.

It becomes then my official duty to specify some of the Regulations which should govern the proceedings of these Teachers' Institutes, before stating the times at which they will be held in the several Counties of Upper Canada.

A Teachers' Institute is a Meeting of Teachers assembled two, four, or ten, days, or two, or four, weeks, for the purpose of improvement in their profession. During each evening of such Institute, a Public Lecture is usually delivered on some subject connected with Common School Education. During each day the Teachers composing the Institute are either formed into Classes, for School Exercises, under able Instructors, or discuss the modes of teaching the various subjects of Common School Instruction, and School Organization and Discipline.

What is contemplated during the approaching Summer is intended as a preparation for, or introduction to, Teachers' Institutes, rather than holding such Institutes themselves. It is intended to limit each Meeting, (with one, or two, exceptions), to two days, including two evening Lectures,—the first on the eve of the first day of the Institute, the second on the evening of that day. In some cases a third Lecture may be delivered the evening following.

The subjects which will engage attention during these exercises will be, chiefly, the Methods and Principles of Teaching, Reading, Writing, Arithmetic, Orthography, Geography, (with mapping), Natural and General History, Grammar, and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance, and as circumstances may suggest. Collateral subjects may, on some occasions, be introduced; but the proceedings of each Institute will be under the direction of the Masters of the Normal School.

During many years such Institutes have been held in various parts of Germany; and, during the last four, or five, years, they have been held with great advantage and success in the New York and New England States. They have been numerously attended by Teachers, School Officers, and other Educationists, and have been productive of the happiest results in respect both to teachers and large portions of the community where they have been held.

Shall we have proof in the experiments now to be made that such Institutes may be held in Upper Canada? Will Canadian Teachers show that they have as much energy and noble ambition to attend and participate in the proceedings of such Institutes as Teachers in other Countries? If Teachers desire their position and profession to be advanced, they must exert themselves, and not depend on others, or sit down in complaining inactivity. No one circumstance would speak more in behalf of Canadian School Teachers than to see them as one man attending the Institutes about to be held; and the proceedings of such Institutes, largely attended, cannot fail to be individually useful to Teachers, and give a powerful impulse to the cause of Public Education.

And may we not hope for as much cordial co-operation on the part of Local Superintendents of Schools, Ministers of Religion generally, and other public men, as is shown by corresponding orders of men in neighbouring Countries? Upon public and patriotic grounds it is hoped that pains will be taken in all the Congregations, and through the press, and in other convenient ways, to give the widest publicity to the evening Lectures; and that School Teachers, Superintendents, Clerical, and other School Visitors and Officers will attend the day exercises of the Institutes.

I confidently hope also that School Trustees will, in all cases, readily assent to the absence of their Teacher long enough to attend the Institute in their County, and that as many as possible of the Trustees themselves will also attend. I would likewise

bespeak the favourable consideration of the friends of Education in the Towns and neighbourhoods where these Institutes may be held.

Those who wish to understand the Principles of Teaching, and the System of Instruction adopted in the Normal School, and sought to be introduced into all the Schools in Upper Canada, are earnestly invited to attend these Institutes, and to do so in every instance from the beginning to the end of their proceedings, in order to be able to judge intelligently of the System of School teaching which they will develop.

I shall be most happy to make a personal visit to the several Counties during the course of the ensuing Autumn, to confer with local School Officers on the provisions of the School Law, and the establishment of School Libraries to furnish them with copies of the School Act, and all Forms, Regulations, etcetera, required for its execution, and to consult on the best means of promoting the interests of Education generally.

Let it be specially observed that the first Lecture in each place mentioned will be delivered in the evening previous to the first day named for holding the Institute; and it is hoped that Teachers, and all others purposing to attend the Institute, will be present at the preceding evening's preliminary Lecture, and thus be prepared for entering upon the proceedings of the Institute the morning following.

TORONTO, 16th April, 1850.

EGERTON RYERSON.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER, RELATING TO THE SUPERANNUATION OF TEACHERS.

I have the honour to state, in reference to the recent conversation which I had with you in regard to the Superannuation Section of the School Act of 1871, that I addressed a Circular on the subject to the various County Inspectors. In reply to that Circular various opinions on the subject were expressed. In the case of Lambton, Ontario, Perth and South Hastings, an almost unanimous expression of opinion has been given in favour of the Section as it now stands. In regard to the classes of Teachers opposed to, or in favour of, the Section, the Inspectors almost invariably report the former to be "those who do not intend to continue long in the profession of School Teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through College, or into something else,"—"persons who intend to make teaching a stepping-stone to something else." "Those who look more at the money than the principle involved." "Those who have received incorrect, or partial, information on the subject,"—and those "who are opposed to compulsion in every form." The great mass of the Teachers are, however, either passive in the matter, or, having been for some time in the profession, are strongly in favour of it and hope some day to derive advantage from it. As to the grounds of objection to the distribution of the Fund, (as now authorized by Law), I entirely sympathize. These Teachers object to the present scheme chiefly on the following grounds:—1st. That Teachers must be "worn out" before they can receive any aid from the Fund. As one Inspector remarks, "many of the best and most devoted Teachers look forward to a time when the work and worry of the School Room will be over, and they hope that their withdrawal from the profession may take place, at all events, a few years before they are incapacitated by infirmity, and unable to teach a School longer. Like the Merchant, the Mariner and others, they hope for retirement while health and the capacity for enjoying retirement remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. The feeling is not unknown to many of the best men in other professions when they begin to grow old." 2nd. The second reasonable ground for objection is the uncertainty of the amount of the pension payable for each year's service. For some years the state of the Fund has been such that I have only been able to apportion from one to two dollars for each year's service; but this year, (out of the \$12,500 which I took the liberty to recommend being placed in the Estimates for this service), I shall be able to apportion at the rate of about four dollars for each year's service. If the Teachers who

become superannuated could rely upon the maximum fixed by Law, I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent. In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined at which every Teacher who has subscribed to the Fund should have a right to retire and receive a Pension. A sliding scale of allowance might also be fixed, definite in amount and not liable. In regard to the objection against compulsory payment to the Fund, I need only remark that it is a principle invariably incorporated into every Pension scheme which has been adopted, either in the Civil Service in various Countries, or among different Religious Bodies everywhere.

TORONTO, 27th February, 1872.

EGERTON RYERSON.

FROM THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION ON THE ESTABLISHMENT OF ADDITIONAL NORMAL SCHOOLS.

The Government desire to have your opinion concerning the establishment of additional Normal School.

On a previous occasion I understood your opinion to be in favour of establishing one in the Eastern, and another in the Western, part of the Province. I would be glad to have your opinion concerning the location and extent of the buildings necessary to provide for the other sections of the Province requiring the aid of such Institutions, and also as to the necessity for, and the extent of, Model School Accommodation, in connection with such Institutions.

TORONTO, October 12th, 1872.

ALEXANDER MACKENZIE.

REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 12th instant, requesting my opinion, for the information of the Government, concerning the establishment of additional Normal Schools, the location and extent of the buildings necessary to provide other sections of the Province requiring such Institutions, and the necessity for, and the extent of, Model School Accommodation in connection with such Institutions.

I desire to state in reply that . . . I think that three additional Normal Schools will be required to extend the advantages of a Normal School training of Teachers, to all parts of the Province,—one at London, one at Kingston, and one at Ottawa. If provision be not made to establish them all at once, I think the first established should be at Ottawa. The centre of a large region of country where the Schools are in a comparatively backward state, and where the influence of the Normal School training for Teachers has yet been scarcely felt, except in a few Towns, and which is almost entirely separated from Toronto in all branches of business and commerce, and, therefore, to a great extent in social relations and sympathies.

As the whole Province east of Belleville, (except a few Towns and Villages), is less advanced and less progressive in Schools than in the Western parts, I think a second Normal School should be established at Kingston.

From the regions of country surrounding both Ottawa and Kingston, I think a sufficient number of Teachers and Candidates for teaching would be collected so that the Normal School training in those regions would have an uplifting influence upon the people at large in matters of Public School Education; while both Kingston and Ottawa are the seats of Colleges, and the residence of artists competent to be employed for portions of their time, as Teachers of Writing, Book-keeping, Drawing, Vocal Music, Gymnastics and Callisthenics.

Although London is not so remote from Toronto in any respect as Ottawa, or Kingston, yet it is the centre of a populous and prosperous part of the Province, from which an ample number of Student-teachers would be collected to fill any Normal School. In some of the Counties in this part of the Province there is a German population, among which there are eighty Schools in which the German Language is taught in connection with the English. In one, or two, Counties, French is taught in a few Schools; I think that in a Normal School situated in London provision should be made for teaching German, and perhaps French, besides the other subjects of a Normal School training.

With the establishment of these three Normal Schools, I am persuaded there would still be as large a number of Student-teachers attending the Toronto Normal School as can be advantageously trained in one Institution.

If County Teachers' Institutes be held, and assisted, as authorized by Law, they will do, I think, much to elevate the views, improve the skill, and excite the ambition of young Teachers, and be excellent feeders to the Normal Schools.

I think all the Normal Schools should be subject to the oversight of the Education Department, and under the same Regulations sanctioned by the Lieutenant-Governor-in-Council. This, I think, is necessary, on the grounds of both economy and uniformity of standard and system of instruction.

As to the extent of accommodation in each Normal School, I think that provision should be made for training one hundred and fifty Teachers in each School, and that the Model Schools connected with the Normal School should each be able to receive three hundred Pupils,—one hundred and fifty in the Girls' Model School, and one hundred and fifty in the Boys' Model School—and I believe it to be the best number for economy and efficiency.

There should be three Masters in each Normal School,—one Teacher of Geography, History, and English, including methods of School Teaching, Organization and Discipline; one Teacher of Mathematics, including Arithmetic, Algebra, and Geometry or Euclid; and one Teacher of Elementary Science, (called Science Master), including Botany, Chemistry, (with application to Agriculture, etcetera), and Natural Philosophy, especially Mechanics. There must also be three Teachers in each Model School, one for each of the three divisions of fifty Pupils each. Provision should be made for giving instruction by other Teachers for a portion of their time in Writing, Book-keeping, Drawing, Music, Gymnastics and Calisthenics.

As to the cost of the Normal School and Model School Buildings, I find that my Estimate was not far from correct,—being about \$50,000 for the erection of each Normal School Building, including Model School accommodation. The current expenses of each establishment should not exceed \$15,000 per annum.

Mr. Tully, the Architect, prepared the second best Plan of our present Normal School Buildings. He could, in consultation with Doctor Hodgins, prepare a Plan more economical and convenient, and handsomer than our present Normal School Building, and have the Model Schools included as a part of it, so that the whole could be built, warmed, etcetera, much more economically, and more conveniently than anything of the kind we have at present. The whole would thus be prepared and erected under the immediate oversight of the Government.

In the foregoing suggestions I have not touched upon numerous details in the arrangement and management of the proposed Normal Schools which can only be fully understood and considered by personal consultation.

TORONTO, October 19th, 1872.

EGERTON RYERSON.

EDUCATIONAL FEATURES OF THE GOVERNOR-GENERAL'S VISIT, 1872.

Among the most pleasurable incidents connected with public and social life in Ontario, none has equalled that of the auspicious visit of His Excellency the Governor-General to its Capital in 1872. The Earl of Dufferin, as the Representative of the Sovereign, more than realized the ideal among all classes of Canadian people of what that Representative should be, not only in the execution of his civil duties, but also in the discharge of the popular and social functions of his high office. These features of His Excellency's duties are' confessedly among the most delicate and difficult which he can be called upon to discharge. And yet, by common consent, it was felt that he has not only performed them during his visit to Toronto with rare tact and discretion, but that he succeeded in infusing into them a heartiness, (or, as the Americans would say, a graceful "naturalness"), which was most pleasant and winning. In doing so it was also felt that, apart from the Governor-General's own *bonhomie* and good sense, there was imparted to the whole of His Excellency's movements and utterances an irresistible grace and charm by the presence and participation in them of the Countess of Dufferin. Gifted evidently with great amiability of disposition, Her Excellency blended with it a graciousness of manner which won all hearts, and which gave to Lord Dufferin's official visits somewhat of that pleasant impressiveness which the condescension of a personal visit of the Sovereign would produce.

Thus much of the personal and social aspects of His Excellency's visits. These, after all, may be considered as the most pleasant and lasting in their effects; but yet there is another and higher aspect of them in which we should like to view them.

There are many who remember with unmingled satisfaction the zeal and ability with which the late lamented Lord Elgin identified himself with the benevolent and educational enterprises of the Province in his day, and sought, both by his presence and eloquent advocacy of their interests, to promote their growth and development among us. For many years after his retirement from Canada, the moral and social effects of his popular advocacy of these great interests were felt. And to his oft-repeated reference to the progress of our Educational System, in his many speeches and addresses in England and Scotland, are we to this day, to a great extent, indebted for its popularity abroad. He brought the subject prominently before the English and general Public, and thus awakened an interest in it,—as an experiment in Colonial Government and Education,—which leading Statesmen in England have since shown in their desire to learn something more definitely of by personal inquiry, or through Royal Commissions.

Lord Dufferin happily sought to render a like service to the Province, and, in doing so, to give the full weight of his personal opinion and experience in this matter. He was not content, (as he himself expressed it), to accept for an acquaintance with our System of Education mere popular report, or even the official reports of others, but he also endeavoured, by personal inquiry and investigation, to make himself acquainted with its leading principles, and so to master its details as to be enabled to learn its quality and to estimate its value to the Country. Not only did he obtain and examine the official Reports on Education in Ontario, but, as an instance of his desire, not simply to content himself with a mere formal visit,

(as was customary with some others of his Predecessors), to the leading Educational Institutions of the City, he paid at least two visits each to the University of Toronto and to the Education Department, in the latter of which he spent nearly two hours on his first visit, and three on his second. Not only did he inspect with interest the various departments of these Institutions; but he asked such practical questions, in regard to what was shown to him, and sought such illustrations of the practical utility of what he saw, that he was able in his own mind to form an opinion of their value, or to judge of their adaptation to the ends sought to be attained. In doing this, His Excellency showed a tact and discrimination which was remarkable, and yet a courtesy, as well as a deference to those he addressed, which, (as coming from the Queen's Representative, and also the highest Civil Officer in the Dominion), was most pleasing and graceful.

In all this the Governor-General has shown the rare sagacity and keen practical wisdom of a Statesman and Ruler. He has sought to obtain his information in regard to important branches of social science in this new Country, direct, and from the most reliable sources. By personal inquiry, and an inspection of the material evidences of the Agricultural, Mechanical, Industrial and Educational progress, and Christian benevolent enterprise, which were presented to him, the Governor-General endeavoured to obtain that practical information which enabled him to form a clear and definite judgment on the condition of the Province, an opinion on the practical character of its institutions,—and an estimate of the number and efficacy of those great instruments of national progress and enlightenment, which the wisdom of Parliament, the sagacity of our Statesmen, and the Christian philanthropy of our people, have put into operation. Thus it was that great interest was felt in Lord Dufferin's visit to the various Educational Institutions of Toronto.

At each of these Visits, although the Addresses presented to Lord Dufferin were generally couched in the usual complimentary and official form, yet, in his personal replies, he departed from the usual formal manner of response, by adopting an easy, pleasant, conversational style, abounding with touches of wit, but invariably also with striking and thoroughly practical remarks, especially when these remarks were directed, as they always were, with a kindly reference to the incidents which usually characterized the School life of both Boys and Girls,—as witness his appropriate counsels to the Pupils of Upper Canada College. He drew largely from his own personal experience and from his knowledge of educational matters in the old Land. It is this special and personal feature of Lord Dufferin's visit to the Educational Institutions of Toronto which adds value to the detailed record of these visits which are here recorded.

Like his distinguished Predecessor, Lord Elgin, he never seemed to be at a loss when occasion offered, and circumstances called it forth, to say just the right thing at the right time, and to utter pertinent and practical remarks in his usual graceful and kindly manner.

Of the opinion which His Excellency formed of our Educational System and Institutions he gave utterance on several occasions. On the occasion of his visit to the Education Department of Ontario, and, in the course of his remarks to the Students of the Normal School, he said:—

I had felt some anxiety and interest to become acquainted with what I had understood to be one of the best Systems of Education in the world, and I must now express my complete satisfaction with what I have witnessed.

On leaving the Education Department, Lord Dufferin also expressed the great pleasure he had experienced in the inspection of the establishment, which, he said, was equalled by few of its kind in Europe, and remarked that its Founders had built themselves a lasting monument.

His Excellency, on leaving Toronto, directed Colonel Fletcher, his Secretary, to address a formal Letter of acknowledgment to His Worship the Mayor of the City. In that Letter Colonel Fletcher said:—

The Governor-General has had an opportunity of visiting some of the principal Institutions of the City, and he cannot adequately describe the satisfaction he has experienced in observing the admirable footing upon which they are established. Those devoted to Educational purposes have especially attracted his attention, as being equal, if not superior, to any with which he is acquainted.

There are abundant evidences in Lord Dufferin's impromptu, and yet studied, utterances, that he had not undertaken his important duties without, at least, an extensive preliminary study of our past history, and a tolerably correct estimate of the resources and capabilities of the Provinces in the Dominion. The following is a record of His Excellency's visits to the Educational Institutions of Toronto, copied from the admirable reports of those visits in the *Globe*, *Mail* and *Leader Newspapers*.

LORD DUFFERIN'S VISIT TO THE EDUCATION DEPARTMENT FOR ONTARIO.

When their Excellencies the Governor-General and the Countess of Dufferin, accompanied by Colonel Fletcher, visited the Education Department, they were received at the principal Entrance by the Chief Superintendent of Education, the Reverend Doctor Ryerson; the Deputy Superintendent, Doctor Hodgins; the Very Reverend Dean Grasett, Chairman; several Members of the Council of Public Instruction. Their Excellencies were conducted into the Theatre. Over the entrance to the Theatre were the words, "God save the Queen," enclosed in a border of coloured Maple Leaves. On the front of the Gallery, facing the platform, was the Governor-General's motto, "*Per vias rectas*," in green Maple Leaves. Over this was the word "Welcome," in autumn Maple Leaves, and surmounting all was the Crown in Flowers.

On the entrance of the Governor-General, all the Students, Pupils and Assemblage rose, and, led by Mr. Sefton, sang the National Anthem. The Chief Superintendent read the following Address:—

*To His Excellency the Right Honourable the Earl of Dufferin, K.P., K.C.B.,
Governor-General of Canada.*

The Council of Public Instruction for the Province of Ontario, in unison with all classes of our fellow Subjects, most cordially welcome you and the Countess of Dufferin to the Country first selected as a home by the United Empire Loyalists of America, and to this seat of our Educational Operations. We welcome your Excellency not only as the honoured Representative of our beloved Sovereign, as an experienced Statesman and accomplished Scholar, but as a known and earnest labourer in the cause of National Education in Ireland.

To us, as a Body, since 1846, has been assigned the task of establishing the Normal and Model Schools for the training of Teachers, framing the Regulations for the management of the Public and High Schools, selecting the Text Books and Books for Prizes and Free Libraries, while one of our number has been appointed to prepare and admin-

ister the School Law and Regulations. It has been our aim to devise and develop a System of sound universal Education on Christian principles, imbued with a spirit of affectionate loyalty to the Throne and attachment to the unity of the Empire. In this great work we have been favoured with the protection and support of successive Administrations and Parliaments, without respect to party, and with the friendly co-operation of all Religious Persuasions. The Schools under the Education Department have increased to the number of 4,703, and the Pupils in them to the number of 454,616; the School Accommodations, character and qualifications of Teachers, the methods and efficiency of Teaching, have advanced in proportion to the increase of Schools and Pupils, and the amount provided last year for the support of the Schools, almost entirely by voluntary local rates, was \$2,326,808, being an increase on that of the preceding year of \$210,604.

We trust and devoutly pray that your residence in Canada may be agreeable both to your Excellency and Lady Dufferin, and that your Administration of the Government will be beneficial to all classes and sections of the Dominion.

Signed by order and on behalf of the Council of Public Instruction for Ontario.

TORONTO, 16th October, 1872.

H. J. GRASSETT, *Chairman*.

His Excellency replied verbally as follows:

Gentlemen.—The Address with which you have been good enough to present me contains not only most kind expressions of welcome to myself and Lady Dufferin, on our arrival in this locality, but it also states, in a few pregnant sentences, the general nature of your labours, and the satisfactory results which have flowed from them. In the first place, therefore, I have to thank you, both on Lady Dufferin's part and on my own, for those kind expressions with which you have greeted us. I can assure you that it is indeed a very great satisfaction to us to feel that, in coming to this place, we have been welcomed by those who represent one of the most useful and one of the most successful Institutions in Toronto. On the other hand, I have to congratulate you upon those references which you have been able to make with justifiable pride to the fruit of your endeavours. I can well understand that, to those who have watched the gradual growth and extension of such an Establishment as this, it must be delightful to reflect that from hence there have been year by year poured forth in every direction, and to every distant part of the Province, Pupils who in their turn have become Teachers in their several departments, and have spread abroad that sound education and well-directed System of Instruction which they have acquired within your walls. I am well aware that, until a very recent period, your efforts have been a good deal hindered by the want of proper Class Books. That defect, thanks to the efforts, I understand, of one of your Members, has been amply supplied, and I believe that the Class Books of Toronto are now equal to any which can be found in any part of the world. I am also happy to think that I see before me a Gentleman through whose strenuous efforts here and energetic exertions in visiting the various Countries of Europe, as well as examining the different educational systems which have been pursued on the Continent of America, a method of instruction has been introduced into Canada which probably includes in itself all that is good in the various systems to be found elsewhere. But to myself especially, who, in Ireland, have been accustomed to live in the midst of religious contention, and where Education is itself the battle-field upon which the conflicting Denominations encounter each other with the greatest acrimony, it is the greatest pleasure to have met here to-day the distinguished Representatives of so many different Religious Communions, and I must say it speaks very favourably for the liberality of sentiment and for the general enlightenment of the Ecclesiastical Bodies in this Country that this should be the case. In this respect also, Gentlemen, you have my hearty sympathy. It has always seemed to me a disgraceful thing that, in the great contention which we are waging with ignorance, and consequently with crime, the various Religious Denominations of Europe should not have yet learnt to put aside their jealousies and combine

in so catholic a cause. I can only say, that since my arrival in Canada I do not think I have ever found myself in a Building which seems to combine in so favourable a degree all the necessary mechanical appliances for the dissemination of knowledge; nor, indeed, to judge by the intelligent and smiling faces of the numerous Pupils before me, have I ever seen more promising materials on which, indeed, Gentlemen, it must be a satisfaction to you to expend your energies and time. Again thanking you for the kind reception you have been good enough to give to Lady Dufferin and myself, I would conclude by wishing you, from the very bottom of my heart, the utmost success and prosperity in the time to come, and I trust that each succeeding year may enable you to extend the sphere of your beneficent labours.

The Model School Pupils then sang "Hurrah for Canada," after which the juniors sang another piece, "The Sea is England's Glory." His Excellency expressed the pleasure which the performance had afforded him.

The following Officials of the Department were then presented to their Excellencies by the Reverend Doctor Ryerson. Chief Superintendent:—Messieurs Alexander Marling, F. J. Taylor, J. T. R. Stinson, W. H. Atkinson, and W. E. Hodgins; the following of the Depository section were presented:—Doctor S. P. May, Messieurs H. M. Wilkinson, S. B. Cope, G. Barber, S. A. May, R. J. Bryce, R. Winstanley, F. Nudell, A. C. Paull and A. Ditchburn.

The following Teachers of the School were also presented:—Mr. Thomas Kirkland, M.A., Science Master, and Doctor James Carlyle, Mathematical Master, Normal School; Messieurs Hughes, Scott and McPhedran, Boys' Model School; Mrs. Cullin, Miss Jones, Miss Adams, and Miss Carter, Girls' Model School.

Lord Dufferin then walked round among the Pupils, to several of whom he addressed pleasant remarks. He was highly gratified with the intelligence shown by the children generally. The Countess of Dufferin also entered into pleasant conversation with the Ladies and the female Students who were present.

Their Excellencies were then conducted to the Lawn, where the Pupils of the Girls' Model School were assembled. Under the direction of the veteran Major Goodwin, these young Girls went through a Calisthenic Exercise. They proved themselves quite *au fait*, and displayed wonderful ease and grace in the posturing, which the nature of the exercise necessitated. The Normal Students formed in two ranks, and went through a portion of the ordinary Company drill, wheeling, marching in line, doubling, and executing other movements, with the precision of a trained Company of Volunteers. They finished as they commenced, by a Salute, a graceful movement, which elicited a bow from His Excellency, and a deep courtesy from the Countess. Lord Dufferin complimented Major Goodwin on the excellent training of his squad, and thanked the young Girls and Students for their trouble.

The Viceregal Party then proceeded to an inspection of the interior of the Building. In the Council Room the Minute Book of the Council was produced, and the signatures of the Prince of Wales, Prince Arthur, the Grand Duke Alexis, and other distinguished Visitors pointed out by Doctor Ryerson, at whose request both Lord and Lady Dufferin added their autographs. From this Room the distinguished Visitors proceeded to the Museum. Lord Dufferin examined with much interest some of the paintings on the staircase, and then entered the Assyrian Room. The arrangement of the Museum has been vastly improved by Doctor May and his Associates, under the supervision of Doctor Hodgins, and the Assyrian Frescoes and the copy of the winged Bull of the British Museum were brought into greater relief. The Governor-General expressed his especial admiration of the

happy thought of colouring the frescoes,—an experiment on the part of the Department which had been ably brought out. The Vice-regal Party then passed in succession through the Rooms containing English Engravings and Photographs, in which copies of the Dutch and Flemish Masters were hung; the Chamber devoted to Paintings of various European origins, and that containing illustrations of Canadian History alone. They next visited the Room in which Philosophical Apparatus of every kind was exhibited; thence they passed to the Hall devoted to Sculpture and Casts. During his Visit His Excellency made numerous inquiries in regard to various features of the School System of Ontario, of which he said he had heard so much. These were answered to his satisfaction, and evidently increased his interest in the success of the School System.

THE GOVERNOR-GENERAL'S INSPECTION OF THE NORMAL AND MODEL SCHOOLS.

On a subsequent day His Excellency the Governor-General paid a visit to the Normal and Model Schools of Ontario.

His Excellency arrived at the Institution attended by Lieutenant Coulson, A.D.C. The Governor-General was received by the Reverend Doctor Ryerson, Chief Superintendent of Education, Doctor Hodgins, Deputy Superintendent, the Reverend Doctor Davies, Principal of the Normal School, Mr. Marling, Chief Clerk, and Doctor May, of the Depository. His Excellency's first visit was to the Model Schools. They were all tastefully decorated by Mr. Hughes, Mrs. Cullen, and the other Teachers of the School. In the Boys' School Room was the motto, "Cead Mille Failthe;" in the Girls' School Room, "Welcome Lady Dufferin," and in the Class Rooms Monograms enclosed in circles and surmounted by Earl's Coronets, all in Autumn Leaves. In the large School Rooms were drawings in chalk, by Mr. W. Armstrong, C.E., Drawing Master, and mottoes in old English, written with the same material, by Mr. S. Clare, Writing Master. The whole displayed great taste; but the *chef d'œuvre* was unquestionably a chalk drawing on the Blackboard in the Boys' School Room by Mr. Armstrong, representing in a most truthful manner two Indians shooting the Rapids in a Canoe from the stern of which floated a pennon bearing His Excellency's motto, "*Peri vias rectas.*" His Excellency visited the Class Rooms of the various Divisions of the Girls' Model School, where young Girls presented a Bouquet and holder to the Governor-General for the Countess, which His Excellency very graciously received. The Girls were questioned in Arithmetic and Mensuration and answered with great readiness and precision. His Excellency took great interest in the proceedings, and questioned the Head Mistress as to the mode of teaching employed. His Excellency was conducted to the first Division of the Boys' School, where Mr. Hughes, Head Master, gave a lesson on Botany, so as to allow the Governor-General to judge of the method of teaching. The Boys then read aloud the Poet Laureate's poem on the Funeral of Wellington. Lord Dufferin questioned the Boys on the characters of Nelson, Wellington and Napoleon respectively, and then proceeded to visit the other Divisions, whose Teachers put several questions to the Boys in fractions, English Grammar, Elementary Arithmetic and Natural History.

The Vice-regal Party then went into the Normal School, where His Excellency congratulated the Students on the means they had afforded them for qualifying themselves for the career before them. They would never have cause to regret the time they had spent there, or the lessons they had learnt, which would give them a foundation of Education which would prove an endless source of delight to them

in after life. If he might venture to offer a recommendation to those who were about to repair as Masters and Mistresses to the several local Schools in the Country, it would be to be very careful to do their best to develop the general intelligence of their Pupils, by not merely going through the routine of the several Courses which might be prescribed by the Authorities of the School, but by seeing that, in giving answers, their Pupils thoroughly understood the process by which those answers should be arrived at. He also urged them to pay strict attention to teaching the children to pay due and proper respect to those who were older than themselves, to show deference to age wherever they met with it.

His Excellency next visited a Lecture Hall, where the more advanced Pupils of the First Division were receiving instruction in Chemistry from Mr. T. Kirkland, M.A., Science Master. Here Lord Dufferin repeated in substance the remarks he had just made to the Second Division Pupils. He then returned to the Boys' School, where he listened to a recitation by two boys, named McPherson and Hodgetts, of Sir Walter Scott's "Parting of Douglas and Marmion." The recitation was given in a highly creditable manner, and so gratified His Excellency that he expressed his desire to have the Boys presented to him. He shook hands and conversed with them briefly; after which those of the First Division went through a short examination in Drawing, conducted by His Excellency, who took the chalk in his hand, and illustrated on the Blackboard the first principles of perspective, of which he was an able master, greatly to the amusement of the Boys at the expertness of their novel Teacher. He then proceeded to the Gymnasium where the Boys of the Second and Third Divisions were exercised in Drill and Gymnastics by Major Goodwin. The drill was highly creditable and elicited the warm commendation of Lord Dufferin and Mr. Coulson.

LORD DUFFERIN'S VISIT TO THE UNIVERSITY OF TORONTO.

The Annual Convocation of University College took place on the 18th of October, and was graced by the presence of their Excellencies the Governor-General and the Countess of Dufferin. In response to an invitation from the Authorities of the College, Lord Dufferin consented to take a prominent part in the proceedings by presenting the Prizes to the successful Candidates. Here the Senate of the University, conjointly with the Council of University College, presented an Address of welcome to His Excellency.

On their Excellencies being seated, Mr. John A. Boyd, M.A., read the following joint Address of the University and University College:

To the Right Honourable Frederick, Earl of Dufferin, K.P., K.C.B., Governor-General of Canada.

The Chancellor, Vice-Chancellor, and Members of the Senate of the University of Toronto, and the President, Professors, and other Officers of University College, gladly avail themselves of the present opportunity to tender a hearty welcome to Your Excellency and the Countess of Dufferin, upon the occasion of this your first visit to this Seat of Learning; and at the same time to present their united congratulations upon the well-merited confidence and esteem wherewith Her Most Gracious Majesty has honoured Your Excellency, in intrusting to your hands the Government of the Dominion of Canada.

The objects and aims of this University and this College,—established and endowed by Royal bounty, for the advancement of learning, the cultivation of Science and Literature, "the education and instruction of youth and Students in Arts and Faculties,"—will sufficiently commend themselves to Your Excellency's countenance and sympathy.

That well-known devotion to Art and Literature which has graced Your Excellency's distinguished career in public affairs gives the assurance that Your Excellency will favourably regard Institutions whose work it is to advance the cause of Learning, and to qualify the youth of the Country for the efficient discharge of the duties of life.

While renewing their expressions of congratulation and welcome, the Authorities of the University and the College rejoice in the conviction that Your Excellency will manifest in the future, as in the past, a warm and steady friendship for the interests of liberal education; and they sincerely hope that the "New Dominion" may long afford an ample and congenial field for the exercise of Your Excellency's abilities.

His Excellency intimated to Doctor McCaul that he would reply at the end of the Convocation. The Reverend President said it was with great satisfaction he had to announce that His Excellency the Governor-General had graciously consented to distribute the Prizes at their annual Convocation. He felt it to be his duty to assure the audience that no Candidate would be presented for a Prize who had not obtained it well and honourably after strict examination. He congratulated the successful Candidates on their good fortune,—a good fortune that they would long remember in the evening of life, perchance,—in receiving their Prizes from the hands of the Earl of Dufferin. He believed they would value it all the more, because the Countess had done them the honour to give a charm to their Convocation such as it never obtained before.

The Professors then called up the several Prize men and presented them to the Governor-General, who distributed the Prizes with an appropriate word, or two, to each Student. After which His Excellency said:—

I cannot quit the presence of this distinguished company without desiring in a few words to express to the Chancellor, to the Vice-Chancellor, and the Authorities of this Institution, my best thanks for the kind and hearty reception which they have accorded us. I had long since heard of the admirable System of Education which had been established in the Province of Ontario, and especially in the University of Toronto. But I must say that any expectations I may have formed, however pleasing, have been infinitely surpassed by the pleasure I have experienced in my visit. Until I reached Toronto itself, I confess I was not aware that so magnificent a specimen of Gothic architecture existed upon the American Continent. The citizens of Toronto, as well as the Students of this University, have to be congratulated that, amongst the inhabitants of their own Province, there should have been found a Gentleman so complete a master of his art as to have been enabled to decorate this City with such a magnificent specimen of his skill. Thanks to an intimacy I had the good fortune of forming with some relatives of Doctor McCaul, I was in some measure aware of the successful nature of his labours, and of the noble work upon which he was engaged. I have also been able to assure myself that, perhaps, in no other Educational Establishment is there to be found a more competent body of Professors. Nothing has taken me more by surprise, while, at the same time, nothing has given me greater pleasure, than to have perceived, in consequence of the pleasing duty which I have been called upon to perform, that, within the walls of this University, a greater number of subjects is taught, and a more practical direction is given to the education and to the studies of the Students than within the walls of any University with which I have been hitherto acquainted. But, while I pay this compliment to the practical character of many of the departments over which these distinguished Gentlemen preside, I trust it will not be imagined that, upon that account, I am one of those who are disposed to undervalue that which I consider to be the backbone of a liberal education. I mean the arts and the Greek and Roman Classics. I think that, especially in a new Country like this, where naturally everyone almost is primarily concerned in material pursuits,—it is a point of the very greatest importance that the lessons and the experiences of antiquity should not be lost sight of, but that a

knowledge of the learning, of the poetry, and of the history of the past, should liberalize our modern ideas. In conclusion, I would say a few words to the Students of the University themselves. It would simply remind them that perhaps in no Country in the World do a body of young men, such as those I see around me, start in life under more favourable auspices, or enter upon their several careers with a more assured certainty that, by industry, by the application of their intelligence, by sobriety of manners and of conduct, they may attain the greatest prizes of life. I would remind them that, however humble the origin of any one of them may have been, there is no position in the service of the Country which he may not hope to attain, and such a position is one of the most honourable objects of ambition which a young man could put before him as his aim in life. And I would further remind them that there are other prizes of an imperial nature within their reach, for the Queen of England does not stop to enquire whether a deserving citizen is an Australian, or a Canadian, or a Scotchman, or an Irishman, or an Englishman; it is enough that he should have rendered the State good service, and this is his title to her favour and reward. Within a few weeks past, to a native-born Canadian, but one of the most distinguished servants of the Empire, the Queen has been pleased to extend a signal mark of her favour, and has called Sir John Macdonald to be a Member of the Imperial Privy Council. There are others, friends of my own, who, in their early life having been Colonists, on returning to England, fought their way into Parliament, and are now counted among the most distinguished and successful rulers of the Empire. I am sure those I am addressing will lay it to heart, and the lesson I have ventured to inculcate will not be lost upon them. Had I known that this opportunity would be afforded to me of addressing for the first time since I have been in Canada an audience so distinguished in every respect, both for its learning, and, I may say, its beauty, I certainly should have made that preparation which I feel to be necessary, and the want of which I trust you will kindly excuse.

The Reverend Doctor McCaul then presented the Officers and Members of the Senate of the University, and of the Council of the College, as well as a number of the Alumni of the Institution.

LORD DUFFERIN'S INSPECTION OF UNIVERSITY COLLEGE.

At University College he was conducted to the Library, where Professors and Officers were presented to His Excellency. After some conversation with the Professors, and in examining the ancient MSS. which the Library contained, Lord Dufferin visited the Museum, which he examined with much interest, under the guidance of Doctor Wilson and Doctor Nicholson. He then visited the various Lecture Rooms and the Laboratory, the arrangement of which was explained to him by Doctor Croft. He next visited the President's Room, after which he viewed Convocation Hall from the Gallery. Here and throughout the Building he expressed great admiration of the Architecture, which is so fine a specimen of the Norman style. He then proceeded to the Dining Room, in which the Students were assembling for dinner. His Excellency expressed his satisfaction with all he had seen, and the pleasure he had received from the visit.

At the athletic sports in connection with University College their Excellencies the Governor-General and the Countess of Dufferin, accompanied by Colonel and Lady Harriet Fletcher, were present. They were received by the Reverend Doctor McCaul, by the President of the Committee of Management, (Mr. A. M. Turnbull), and the Secretary, (Mr. W. E. Hodgins), and were warmly received by the vast assemblage present. At the conclusion of the sports, the Countess of Dufferin distributed the Prizes to the fortunate competitors. At the close of the distribution,

the Reverend Doctor McCaul said, he begged to return their Excellencies the most cordial thanks, for honouring them with their presence on that occasion. More especially did he thank the Countess of Dufferin, who had so graciously performed the task of presenting the Prizes to the fortunate competitors.

Lord Dufferin, on behalf of Her Excellency, expressed the pleasure which she had felt in taking part in so interesting a ceremony, and remarked that it was a great gratification to him to find introduced into this new Country the manly sports which were so popular in the Mother Land. These athletic exercises required a certain amount of training, and the exercise of self-restraint, care, temper and judgment. It might be fair to conjecture, from the frequent use which St. Paul made of the imagery derived from the ancient arena, that on various occasions in his life he must have been a spectator of the games of his countrymen. On behalf of Her Excellency, he wished those who had not received Prizes on that occasion, more success next time.

LORD DUFFERIN'S VISIT TO TRINITY COLLEGE.

The Earl and Countess of Dufferin also paid their promised visit to Trinity College. The British Ensign was draped over the Chancellor Chair in the Hall, and over the entrance was placed a scroll bearing Lord Dufferin's motto, "*Per vias rectas*," most tastefully executed. The Professors, Graduates, and Undergraduates, assembled in the Hall of Convocation. Their Excellencies were met at the principal entrance by the Reverend Provost Whitaker, Doctor Hodder, Dean of the Medical Faculty, and the Reverend Professor Ambery. The Chancellor of the University, the Honourable John Hillyard Cameron, received their Excellencies in the Hall, and led them to seats on the Dais, Lord Dufferin occupying the Chancellor's Chair, and Lady Dufferin a Chair on his right. The Chancellor read the following Address:—

We, the Chancellor, Masters, and Scholars, of the University of Trinity College, Toronto, beg to welcome Your Excellency with the profound respect which is your due, alike in your Official and in your Personal capacity.

Having been established for the purpose of educating the sons of Members of the Church of England, Trinity College regulates its Course of Study and its Discipline, with a view to the fulfilment of this primary obligation; but it does not exclude, either from the instruction which it imparts, or from the distinctions which, as a University, it is empowered to confer, Members of other Religious Bodies who consent, during their residence, to receive its teaching and to conform to its rules.

We trust, therefore, that we are doing a work which is directed to the benefit, not of our own Church alone, but of the whole community; and we assure Your Excellency that it has ever been our solicitous endeavour to cherish a devoted loyalty to the Crown, and to promote the closest connection with the Mother Country, believing that that connection is essential both to our political security and to our social progress, and must always conduce to the perpetuation amongst us of a high standard of morals and character.

We would express our grateful sense of the kindly interest in the College which has been shown by Your Excellency and by Lady Dufferin, in honouring us by your presence on this occasion, and our earnest hope that, in the administration of your high office, the sense of public benefits conferred and of public confidence enjoyed may ever be a source of pure and generous happiness to yourself and to every member of your family.

His Excellency made the following verbal reply:—

I return you, both on my own behalf and on behalf of Her Excellency, our warmest thanks for the very kind reception which you have been good enough to prepare for us. I can assure you it gives me the greatest pleasure to find myself within the walls of Trinity College. Myself a Member of the Church of England, having the profoundest veneration for that Communion, and the firmest belief in the purity of her Worship, in the soundness of her Doctrine, and in the beneficence of her Ministrations, it is naturally a source of satisfaction to me individually to find established in this Country an Institution whose object is to provide the Province of Ontario with Ministers of the Anglican Communion, whose duty it will be to preserve unblemished and intact the principles and faith of the English Church, and to maintain in their several Parishes that reputation for her pastoral charities which has so much endeared the Mother Church to the population of Great Britain, and has even gained for her the admiration and respect of those who do not belong to her. On the other hand, it is no less a satisfaction to me, as a scholar, to think that, thanks to the methods in which instruction is administered in this Establishment, that high character for learning and that tone of refinement which characterize the Ministers of our Church at home should also be maintained and preserved in this Country. I have to thank you, Mr. Chancellor and Gentlemen, as the Representative of Her Majesty, for those expressions of loyalty to Her Person and Her Throne which have found a place in your Address, and still more, perhaps, for those expressions of sympathy with your fellow subjects in the Mother Country which distinguishes you, as it does every other Canadian Corporation and all the inhabitants of the Dominion. I am well aware that, in some respects, this Institution may be considered to have been the child of your misfortune: that, in time gone by, you suddenly found yourselves confronted by difficulties which were unexpected; and that, unlike those other Denominations in this Country who, from their earliest infancy had been taught to support themselves without any assistance from the State, you suddenly found yourselves confronted by an unforeseen contingency. But the very fact that, so soon after this change had taken place, such an Institution as this should have been established, should have flourished, and should now possess so fair a prospect, is itself a proof that the devotion and the zeal of the Members of the English Church in Canada were fully equal to the occasion. I can only trust that you may continue to enjoy the confidence of your fellow churchmen, and that you may continue to send forth, year after year, to the various Parishes of the Province, Ministers of the Gospel who shall maintain and extend the influence of the Church of England, and that you may supply recruits to the various learned Professions whose lives shall prove a credit to her teaching.

The Chancellor then presented the Reverend the Provost to the Governor-General, and the Provost presented the various Professors. Doctor Hodder presented the Professors and Lecturers in the Medical Faculty.

The Party were then conducted over the Building by the Chancellor, accompanied by the Provost, the Bishop and the Dean. They visited the Library, the Chapel, and other apartments. His Excellency entered into conversation with several of the Students.

VISIT TO UPPER CANADA COLLEGE.

At the Governor-General's visit to Upper Canada College, he was received by his Honour the Lieutenant-Governor, Visitor of the College; the Honourable Adam Crooks, Doctor Jennings and Doctor Larratt W. Smith, representing the College Committee of the Senate; and Mr. G. R. R. Cockburn, M.A., Principal. Mrs. Howland, Mrs. Cockburn and Mrs. Zane were also present. Lord Dufferin visited

the Boarding House and the Class Rooms, where the Masters were presented to him, and J. D. Andrews, Instructor in Gymnastics, fencing and drill; besides the Bursar, Mr. D. Buchan.

Lord Dufferin took great interest in learning the mode of instruction pursued in the College, and listened to some of the lessons imparted by the Masters. The Principal called the attention of Lord Dufferin to the plans for the extension of the building. After spending a considerable time in the inspection of the College, His Excellency and the other Visitors were conducted to the Lecture Hall, where the Principal then read the following Address:—

We, the Principal and Masters of Upper Canada College, with a deep sense of the honour conferred upon us, beg leave most respectfully to welcome Your Excellency and the Countess of Dufferin to this Institution.

We recognize in this visit of Your Excellency the deep interest you feel in the higher education of the youth of this Dominion.

Upper Canada College was founded by Royal munificence at an early period in the history of the Province. . . .

We venture to point with pride to the long list of names of those Gentlemen formerly Upper Canada College boys, heretofore and now, distinguished Legislators and honourable men of this Province.

The Honour Lists of the University of Toronto, and of the several Universities of the Dominion, and, in a less degree, those of the Mother Country, amply testify to the character of the training received within these walls. Nor have the boys of Upper Canada College been less honourably distinguished in other careers of life; they have borne themselves bravely on Danubian, Crimean and Indian battle-fields, and we believe that we may safely appeal to the leading merchants of the Dominion as to the energy, ability and Christian character displayed by those who have preferred a Mercantile career.

It having been found by experience that many boys cease to attend School at a comparatively early age, owing to the pressing wants of a new Country, it has been deemed necessary within the last few years to put in practice the recommendations of the Royal Educational Commissioners of Great Britain, and to adapt the educational machinery so as to provide for boys not intended for a professional career a liberal course of study, in which, whilst the lessons and experiences of antiquity are not lost sight of, more than usual attention is bestowed upon the more prominent branches of Science, the Modern Languages, and the History and Literature of the great Empire to which it is our pride to belong, and of whose Most Gracious Sovereign Your Excellency is so noble a Representative.

We trust that Your Excellency will favourably regard an Institution of which, until the Confederation of these Provinces, your Predecessors were the Official Visitors; and we cherish the hope that at no distant day these halls may be again graced by Your Excellency's presence and that of Lady Dufferin.

G. R. R. COCKBURN, M.A., *Principal Upper Canada College.*

W. WEDD, M.A., *Secretary.*

His Excellency in reply said:—

Mr. Principal, Ladies and Gentlemen,—I can assure you that it is with very great pleasure I find myself within these walls. Any Institution which contains within it such a specimen of the youth of a Country must be one of the most interesting sights which could be presented to the eyes of those who are in any way connected with its administration, and I am sure that both to the Lieutenant-Governor and to myself the aspect of so many bright and intelligent faces is a matter of the greatest satisfaction. I have had the pleasure already of passing through the various class rooms, of informing

myself of the Course of Instruction communicated at this College, and of making the acquaintance of those Gentlemen who superintend the Studies of the Pupils; and, from first to last, I have seen nothing but what appears to me to be based upon the most admirable principles for the instruction of youth. As I understand, it is the ambition of those who direct the internal affairs of this Establishment, to assimilate, as far as possible, the principles of its moral government to those which have proved so successful in the administration of the great Public Schools in England. Well then, sir, I ask myself what are the leading features of an English Public School; and here I would lay aside for the moment any reference to any particular Course of Study which may be pursued at those Establishments, because they vary in different localities and are influenced by different considerations, but there is one feature which is common to them all, and that is, that the Authorities who are charged with the responsibilities of the education of those young Lads have laid down for themselves this golden rule, that they will not treat the Boys placed under their care as mere children, as incapable of themselves discerning between what is right and what is wrong, between what is honourable and what is dishonourable; but will endeavour to create among their Pupils a healthy public opinion, and through its instrumentality maintain the proper discipline of the School. I am certain that there is no more fruitful principle, no more certain mode of gaining at the same time the confidence of the Pupils and enlisting them on the side of order, regularity and good conduct, than by thus making an appeal to their honourable feelings. Educated myself at a Public School, where, perhaps, this principle of trustfulness towards the Boys has been carried out to the greatest extent, I know how it acts upon the minds of the individuals who are thus honoured by the confidence of their Masters. Although, of course, like other Boys, we were very often idle, and occasionally disobedient, although we committed many things for which we deserved punishment, and for which, I must say, we received it, yet we each of us had this feeling, that, placed upon our honour, as it were, we disdained to commit a base, a dishonourable, or an unworthy action. Perhaps the distinction between what was strictly right and wrong was somewhat confused; although we gave rather a liberal interpretation to the code which we thus set ourselves, yet notwithstanding any imperfections of this kind, there was not one of us who, if discovered in a fault, or accused of any act of disobedience, would have hesitated to avow his fault, or would have sought refuge in anything so dastardly as a lie. There was also another principle to which an appeal was made with success, and which worked with great benefit among the Boys,—the principle of endeavouring to impose upon the elder Lads a certain degree of responsibility, not only in regard to the example they set, but, in reference to the active influence they exercised among their junior companions. This was a very healthy principle. I do not think that the authority thus delegated was ever abused, or that the Boys who were the most conscientious in its exercise were at all unpopular upon that account with their younger colleagues; and I am sure a kindly word of warning from a Boy whom we felt to be superior to ourselves, not only in his moral character, his age, or learning, but also in his skill in manly sports, exercised a most healthful, and pleasant influence upon our own conduct. We always, of course, knew we were School Boys, and willingly and gladly submitted to the discipline we were called upon to obey; but our Masters were always careful to inculcate upon our minds that because we were School Boys, we had not ceased to be English gentlemen. I will not dwell further upon this point, because I know that to a youthful audience, brevity is the soul of eloquence; but before concluding, I wish to say with what satisfaction I have perceived the catholic character of this Establishment, not only in the technical acceptance of that term in respect of its freedom from any religious restrictions, or controversial impediments to its utility, but in the sense that its healthful influence seems to extend throughout the whole Dominion of Canada, and even into distant parts of America. I have already had the pleasure of speaking to two or three Boys who have come from the Southern States, one from Georgia and another, I think, from New Orleans; and it speaks well for the reputation of this College that such distant Students should have

been attracted to its walls. There is also another very favourable regulation which I have observed, and which had not been thought of when I was a Boy, and which, in a Country like this, cannot fail to be of the greatest convenience. I mean the principle of allowing the streams of Education, after they have flowed together for some time, to bifurcate in different directions, so as to allow the Boys to follow the course which their taste, or talents, point out, or their Parents in their discretion may select for them. By this means you are able to furnish Students to all the varieties of occupation which are so multiform in a new Country. It must be a source of pride to you that this College should have furnished to the annals of the State the names of so many distinguished persons. You already count among those who have gone before you the Prime Minister of the Province, and perhaps some day you may also be able to point out, as amongst the numbers of your Predecessors, the Prime Minister of State. We have present here to-day one of the most distinguished gentlemen of this Province, a Person eminent in the legal profession, who was also a pupil of this establishment, and it must be a mutual satisfaction to him, as well as to the pupils assembled in his presence, that they should have this opportunity of meeting. I thank you, Mr. President, I thank you, Ladies and Gentlemen, and I thank you, Boys, for the kind and hearty welcome you have given to the Representative of Her Majesty; and I am quite certain that, wherever a Canadian Boy is to be found, there, also, Her Majesty will find a loyal subject.

His Excellency requested the Authorities to grant the Boys a whole holiday. The Principal consented, and fixed upon the holiday. The Boys of the Sixth, and the Exhibitioners of the Fifth Forms were then presented to His Excellency, and the Vice-regal Party left the Building.

INSPECTION OF THE CITY PUBLIC SCHOOLS.

His Excellency also inspected two of the City Public Schools. He first visited the John Street School, where the Members of the Board were present. Of these Doctor Wright, Messieurs McMurrich, Ogden, and Lee, formed the Reception Committee. There were also present at the School, to meet His Excellency, the Honourable John McMurrich, ex-Chairman of the Board, Doctor J. G. Hodgins, Deputy Superintendent of Education, Mr. G. A. Barber, Secretary of the School Board, Reverend James Porter, City School Inspector, Mr. H. F. Sefton, Music Master, and Mr. H. C. Wilkinson, Truant Officer, besides a number of Ladies. The School was prettily decorated throughout with evergreens, flags, designs in Maple Leaves, and Mottoes, such as "Welcome, Lord Dufferin," and "God save the Queen." Lord Dufferin was received by Doctor Wright, as chairman of the Board, and Mr. W. B. McMurrich, Chairman of the Reception Committee. After the usual formalities, His Excellency was conducted to the Class Room of the Head Master, Mr. McAllister, where the Members of the Board received His Excellency. The different Rooms were very handsomely decorated for the occasion. The decoration upon the Head Master's Desk was very beautiful, and attracted much attention. It consisted of a border of variegated Autumn Leaves, interspersed with white Berries. One of the mottoes was particularly appropriate, being "To make the Boy a good Scholar: and the Scholar a good Boy."

Doctor Wright conducted the Governor-General to the Dais, and read the following address:—

The Public School Board of Toronto desires to unite with other Public Bodies, as well as with its fellow-subjects in general, in cordially welcoming Your Excellency and the Countess of Dufferin to this Province and this City, and we desire to especially welcome Your Excellency on the occasion of your visit to our Public Schools, as we feel

assured that Your Excellency feels the same warm interest in the Schools of the people as in Collegiate and University Education.

Since this Board was first established, in 1859, there have been erected and furnished with all needful appliances, not less than twelve commodious and handsome School Houses in different parts of the City, and we are now engaged in erecting another School building, with which will be connected accommodation for the Board and Officers.

Sixty-two Teachers are at present employed in our Schools, a daily average of 5,000 children, Boys and Girls of various ages receive regular instruction in those useful branches of knowledge required to prepare them for industrial pursuits after leaving School, while, in addition to these more practical Studies, the rudiments of Drawing and Vocal Music form a part of each day's occupation.

Soon after the Schools were first organized, our fellow citizens, in Public Meeting assembled, determined that the same should be made Free to all. Since then, the Legislature has affirmed the principle of Free Schools as the Law of the land, so that, by this means, the blessings of a good education have been secured, for all time to come, to all classes of the rising generation of this City.

The total cost of our present School Buildings, Furniture, and Apparatus, may be stated at \$150,000; the expense of maintaining the Schools for the current year will be \$45,000; and, with the exception of a small annual Grant by the Legislature of \$3,000, the whole of this large outlay for Buildings and maintenance has been provided by an Assessment on the Ratepayers, who have most liberally sustained the exertions of the Board to give a sound, practical education to the youth of this City, in the firm belief that rational liberty and free institutions are best understood and appreciated through the influences of an educated and intelligent community.

The instruction imparted in our Schools is free from all sectarian character, and it is to this feature in our School System that we have to ascribe the great success which has attended our efforts in the cause of public education.

We avail ourselves of this gratifying opportunity to offer for Your Excellency's acceptance, in remembrance of your welcome visit to our Public Schools, this copy of the proceedings of the Board during the period of its existence, and, in conclusion, permit us to express our sincere and hearty good wishes for the welfare and happiness of Your Excellency and Lady Dufferin.

G. A. BARBER, *Secretary.*

H. H. WRIGHT, *Chairman.*

Doctor Wright handed to the Governor-General the Address and the two Volumes alluded to in it, which had been handsomely bound in purple morocco.

His Excellency, in reply, said it gave him the very greatest pleasure to have an opportunity of paying that visit. It was quite true, as had been remarked in their Addresses, that hitherto his attention had been rather turned towards those Institutions which had been founded for the purpose of affording instruction in the higher branches of learning, but he could well understand with what pride and interest the citizens of Toronto must regard these and similar Institutions under their care. Among the many cares which should occupy the Government of a Country, none was more important than that which was concerned with the education which was provided for those classes whose children he saw around him. Perhaps among the many Addresses which had been presented to him, all of them full of expressions of loyalty to the Crown, and equally fraught with kind wishes for his own personal happiness, he had received none which contained within so short a number of paragraphs so many pregnant facts, or such a complete and satisfactory *resumé* of good and useful work. It was extremely creditable to those who were immediately concerned with that School that a Building so commodious, so admirably furnished with all the appliances of Education, should be provided for the children of the District. He could not but hope, when he looked at the

intelligent faces of the young children before him, that already at the commencement of their lives they were able to appreciate the advantages which had been placed within their reach. It should be a matter of concern to all of them to make the best possible use of the means afforded them, for he could tell them, from his own experience, that they would probably never again have such precious opportunities of assuring their future destiny. By industry, by attention to their Studies, and by close application to the tasks before them, they would acquire those habits of diligence, and that discipline of the mental faculties, which could not fail, when hereafter they came to encounter the dangers, the temptations, and the trials of life, to stand them in good stead. They should remember, notwithstanding those advantages which, thanks to the paternal thoughtfulness and consideration of the Government, they possessed, that they must not on that account fancy that they were wiser than those who had gone before them, or that they should fail to pay to their Elders, who might not have had the same advantages as themselves, that respect and deference which was their due. He concluded by asking the Authorities to grant the children a Holiday.

The Members and Officers of the Board, and visitors present, together with Mr. S. McAllister, Head Master of the School, and Miss S. J. Hamilton, one of the Teachers, were then presented to His Excellency by Doctor Wright, after which the senior Boys read a selection from the Reading Book. Lord Dufferin was next led into the Galleries appropriated to the junior Boys in charge of Miss Stokes and Mrs. Carey, and thence upstairs to the Girls' School Room. Here Miss Boddy, Head Mistress, was assisted by Miss Gemmell, and Miss Gunn, Teacher of Drawing. Several of the girls read in turn a poetical selection, one of them, named Mary Berry, winning His Excellency's especial commendation for her admirable expression. Some good specimens of Caligraphy and Free-hand Drawing were shown to and praised by His Excellency, who next visited the junior section, who were briefly questioned by their Teacher, Miss S. Mackenzie, in Arithmetic. His Excellency, in passing through the various Rooms, had a kindly word for the children in each, and noticed approvingly some Coloured children in the junior divisions. He heard the highest class of both Boys and Girls read. On leaving he expressed the pleasure his visit to the School had given him. He then proceeded to the School Building on Parliament Street. The Rooms were all prettily decorated with evergreens, and the mottoes:—"Fear God; Honour the King," "*Vivat Regina*," "God save the Queen," and "Welcome, Lord Dufferin." His Excellency visited the different rooms in which the children were under instruction respectively from Mr. Doan, Head Master, in English History; Miss McCreight, Head Mistress, in Fractions; and Miss Grey, Teacher of the junior division, in the elements of Arithmetic. The National Anthem was sung by every class as His Excellency entered. On leaving, he examined the external arrangements of the School, with which he was pleased.

LORD DUFFERIN AT BISHOP STRACHAN'S SCHOOL.

His Excellency Lord Dufferin and Lady Dufferin, paid a private visit of inspection to Wykeham Hall School. The Bishop of the Diocese, as President of the Council, together with the Reverend John Langtry, Chaplain, the Reverend Doctor Davies, and other Members of the Board, received them, and they were conducted through the several Class Rooms, which, with the Dormitories, were most tastefully decorated with wreathes composed of Autumn-tinted Leaves and Mottoes

of Welcome. After a pleasing performance of instrumental music, Lord Dufferin expressed himself highly pleased with some French, German and English readings given by the Pupils. His Excellency, being requested to address a few words to the Pupils, said that he should feel regret were he to depart without thanking them for the graceful manner in which they had received his visit. With respect to one of the distinctive features of the School, His Excellency congratulated the assemblage on the admirable order and neatness everywhere observable; the happy faces before him also bearing testimony to the care and kindness with which the Pupils were treated. Alluding to the Religious Training, Lord Dufferin said that while we should all feel the utmost charity and good-will to those who sincerely differed from us, we should steadfastly maintain what we believed to be the truth; he rejoiced to see so flourishing an Institution, where the principles in which he believed were inculcated from earliest youth, and he had no doubt that the seed thus sown would continue to bear good fruit through successive generations, and prove a very great blessing to the whole community.

A VISIT TO ST. MICHAEL'S AND ST. JOSEPH'S.

When the Vice-regal Party visited St. Michael's College, it was gay with evergreens, flags, and devices, and the Union Jack floated over the gate and principal entrance to the College. Over the centre Door was an arch of evergreens, bearing the words, "Welcome to St. Michael's" surmounting which was the legend, "*Per vias rectas.*" On their Excellencies' arrival at the College, the College band played the National Anthem, and all present joined in hearty cheers. His Grace, the Archbishop, introduced to the Governor-General the Very Reverend the Superior, who, in turn, presented the Members of the College Faculty. Archbishop Lynch also presented a number of the Clergy. On their entrance to the Study Hall the band struck up "The Harp that once through Tara's Halls." Their Excellencies being seated, the Very Reverend the Superior read the following address:—

We, the Superior, Professors, and Students of St. Michael's College, beg leave to present ourselves before Your Excellency to offer a hearty and dutiful welcome to Your Excellency and to the Countess of Dufferin, on the occasion of this distinguished visit to our House. Your Excellency will be glad to learn that St. Michael's College is happily carrying into effect the object of its establishment in the Dominion. It has prepared, wholly, or in part, many able and zealous Priests to minister to the spiritual necessities of the Members of our Communion; it has sent from its Halls into the learned Professions, gentlemen to whose standing in their respective spheres it points with a feeling of proud satisfaction; and it has distributed among the other walks of life citizens whose loyal regard to the best interests of our Country encourages us to indulge the hope that the usefulness of our Institution may daily become more and more extended, and its influence for good keep pace with the growth of our rising Country.

We rejoice that, through Your Excellency's condescension, we are to-day enabled to give voice, in the presence of Her Majesty's Representative, to our unfaltering devotion to our Queen and Country; and we gladly take advantage of this auspicious moment to signify our respectful deference of Your Excellency, and to the noble Lady who so gracefully shares with Your Excellency the honours of the Vice-Regal Throne.

TORONTO, October 21st, 1872.

C. VINCENT, Superior.

His Excellency, in reply, said it gave him the greatest pleasure to have the opportunity of paying this visit. He was well aware of the excellent work which they were prosecuting, and of the success which had attended their labours. Con-

nected, as he was, with a Country which annually sent forth from its shores thousands of Catholic Emigrants to this Country, it was a matter of very great satisfaction to him to think that there was, in one of the principal localities to which they naturally resorted, an Institution which not only provided a means of instruction for their children, but furnished forth those Ministers of Religion, upon whose beneficent operations so much of their spiritual as well as their temporal happiness depended. As the Representative of Her Most Gracious Majesty, he received with thanks those expressions of loyalty which they had addressed to her Throne and her Person, and he felt that he could not do any official act which would be more consonant to Her Majesty's own feelings, or more in accordance with those high duties she had been called by God's Providence to perform, that when he testified in her behalf to the interest which she took in everything which concerned the welfare of her Catholic subjects. Happily, in this Country, those religious animosities, to which from his infancy he had been accustomed in his own land, seemed to have been considerably assuaged, and, in every City of the Dominion through which he had passed, he had met with fresh instances of the harmony and the liberality of sentiment which all the Religious Denominations of Canada maintained towards each other, and the common feeling of loyalty by which they were bound to the Throne. He thanked them on behalf of Lady Dufferin, for the kind way in which they had included her in the welcome they had extended to himself. In return, he wished that they might enjoy every prosperity, and that the sphere of their labours might be continually increased.

Archbishop Lynch then made a few remarks. He observed that the motto of the Governor-General should be the motto of every good and honourable Boy in that College, and pointed out that the words which composed it,—“*Per vias rectas,*” were to be found in one of the antiphons of the Church. He requested His Excellency to be kind enough to grant the Boys a holiday, and to allow them as a memorial of his visit, to place His Excellency's shield and motto over the gates of the Building.

Lord Dufferin said that, encouraged by the words of His Grace the Archbishop, he had great pleasure in asking the Authorities of the College to grant the Boys a holiday. He esteemed it as a peculiar compliment, not only to himself, but also to the remote ancestor who originally adopted the motto to which His Grace had referred, that they should desire to place that legend above their Gates. He was certain that, if the Boys, following the advice of the Archbishop, would allow that principle to direct their life, they would never have cause to regret it, either here or hereafter.

His Excellency then conversed with some of the Boys, and after hearty cheers had been given for the Queen, the Governor-General and Lady Dufferin, the Vice-regal Party drove to St. Joseph's Home. At the Door their Excellencies were received by the Reverend Mother Bernard, and the Sisters of St. Joseph, who were presented to them by His Grace. After some minutes passed in conversation in one of the prettily arranged rooms of the Home, Lord and Lady Dufferin were conducted into a large parlour, where the Pupils of the Sisters were assembled. A large number of Pupils, in their white dresses, were ranged in a triple row down one side of the room. The walls were tastefully decorated with English and Irish flags, and with others bearing the inscriptions “Long live Lord Dufferin,” “Long live Lady Dufferin,” “Erin Go Bragh,” “October 21st, 1872.” Facing the door were the words, “Welcome, Lord Dufferin;” with His Excellency's

motto,—“*Per vias rectas.*” As their Excellencies entered the whole of the Pupils rose, and with a pianoforte accompaniment, sang an original hymn of welcome.

One of the Pupils, Miss Katie Kidd, with admirable intonation, read the following Address:—

To receive the expression of our most cordial welcome to our dear “Convent of St. Joseph.”

When we heard of the enthusiastic reception Your Excellencies everywhere met with since your arrival in our Country, we scarcely expected that we would have the honour of offering the same heartfelt greeting in our secluded home; but with the condescension belonging to true nobility, Your Excellencies have offered us an opportunity of presenting our good wishes in person.

To the noble Countess of Dufferin we offer a most affectionate welcome. Your Excellency has ever been a bright ornament of our sex in your own fair land, and we are proud that you have been placed as its guiding star in ours.

We take the opportunity of this gracious visit to express to Your Excellencies the respect and love we feel towards our Sovereign Lady the Queen, who is endeared to us by her many amiable qualities, and now more than ever in placing one of Erin's noble sons as Her Representative in Canada.

We pray that Your Excellencies may enjoy a long and prosperous life, rich in the love and blessings of the people.

TORONTO, October 21st, 1872.

THE PUPILS OF ST. JOSEPH'S.

Two other Pupils, Miss Jordan and Miss Small, presented bouquets to Lord and Lady Dufferin.

Miss Payne then sang, with beautiful expression, the exquisite Ballad composed by Lady Dufferin, Mother of the present Earl.—“I'm sitting on the Stile, Mary.”

His Excellency, on the conclusion of the song, rose and expressed his warmest thanks for the very kind reception which they had extended to Lady Dufferin and himself. Nothing could have been more agreeable to their feelings than the pleasant manner in which they had been welcomed, as testified in the charming little song which had greeted them, and still more in giving him the pleasure of listening to his Mother's Song, so admirably sung. He was informed that the Sisters of that community not only were occupied with the education of the young ladies whom he saw before him, but that they went forth every day to the different Educational Establishments in the City, and there performed that excellent work to which they had so nobly devoted themselves. It was a pleasure to him to testify his deep sympathy with them in the discharge of their laborious duties, and his earnest hopes that they might long live to see the fruit of their labours in the growing perfections of those ladies, over whom they exercised so wholesome and beneficial a superintendence. He complimented them upon the appearance of their Pupils, and upon the wise and feeling manner in which the Address was read. He thanked them as the Representative of Her Majesty, for their expressions of loyalty, and could assure those young ladies, that it was a matter of solicitude to the Queen that the education which they received in this Country should be worthy of its high destinies and of the future which lay before them. In conclusion he ventured to ask the Authorities of the Institution to grant a holiday to their charming Pupils.

Miss Payne again, and, in concert with Miss McFarlane, sang “The last Rose of Summer,” with touching expression. One of the junior Pupils, a pretty little

girl about seven years of age, named Minnie Paddon, surprised and delighted their Excellencies by addressing Lady Dufferin in a firm and distinct voice to the following effect:—

Dear Lady Dufferin, the little children of St. Joseph's wish to present you with an Address, as well as the older Pupils. Sister says that flowers have a language, and we are sure that you understand it, because you are a very wise lady; so we have brought these pretty flowers to say everything beautiful for us, who do not know how to say anything but—thank you for your kind visit.

She then presented her bouquet to Her Excellency, who shook hands with her. Lord Dufferin also took the little creature by the hand, kissed her, and asked her several questions. His Excellency also conversed with most of the young ladies present, after which all sang "God save the Queen," and the Vice-regal Party departed.

VISIT TO LORETTO LADIES' SCHOOL AND DE LA SALLE.

Lord and Lady Dufferin also visited Loretto Abbey, where somewhat extensive preparations had been made to give their Excellencies a fitting reception. A number of flags floated above the trees outside the Building, and inside Mottoes and decorations of every kind abounded. Among the legends which found places on the walls of the Rooms and passages, were, "Long live Lord Dufferin," "Welcome Lady Dufferin," "*Per vias rectas*," "Welcome to Loretto." These were surrounded by tasteful designs in Autumn Leaves and Evergreens. The Pupils, of all ages, attired in costumes of white and blue, contrasting and relieved by the sober community dress, presented an appearance which was afterwards aptly likened by His Excellency to a bed of flowers in the sunshine. The Pupils were congregated in the Drawing Room overlooking the Grounds. At the door, an Archbishop's "*Guarda Nobile*" of little Boys, wearing sashes, on which was inscribed the motto, "*Per vias rectas*," awaited the arrival of the Vice-regal Party. Their Excellencies were received by His Grace, who presented to them the Reverend Mother Teresa, Superior of the whole Order in Canada; the Reverend Mother Ignatia, Superior of the Toronto Community; and the chief reverend Clergy of the City. They were conducted to the upper end of the Drawing Room, while the young ladies sang the national anthem; and a Hymn of Welcome, composed for the occasion, was then sung by the Pupils. Miss McDougall, on the conclusion of the Song, read with admirable expression the following Address:—

We, the Community and Pupils of Loretto Abbey, hail with exquisite delight the presence of Your Excellency and the Countess of Dufferin, and bid you ten thousand welcomes from the bottom of our young hearts, and beg to express to Your Excellency a deep sense of gratitude for this most gracious visit. We feel especially delighted to find Her Excellency Lady Dufferin amongst us. Her graceful dignity and affability entwined in her many virtues we look to as a beautiful model for us.

Our Studies are numerous, our rules gently strict, to correct—the good Sisters tell us,—the frivolity and restlessness of youth, and to form habits of careful thought and prudent reserve. We hope to profit by these lessons, and to become in society good Women as we are good children now.

We are encouraged by the amiability and kind condescension of Your Excellency to charge you with a humble message to Her Most Gracious Majesty the Queen, to tell her how much we esteem, admire, and love her, and to thank her for the choice she has always made of Governors, but especially for the last, the best and kindest of all.

Several of the children in the School presented bouquets to their Excellencies. Miss McDougall then sang "The Irish Emigrant's Farewell," in a clear, sweet soprano voice, and with an expression suited to the pathos of the song, which evidently affected His Excellency, by whose Mother this touching Ballad was composed. His Grace, the Archbishop of Toronto, addressing the Governor-General, said:—

Your Excellency, I am sure, must have remarked an air of simple but noble dignity of manners in this Institution. This distinguished trait took its rise in the noblest blood of England. The kind visit of Your Excellency, the Representative of Her Majesty, our beloved Queen, to this Institution, forms a graceful historic parallax, if I may use the expression, as the history of this Order, or Community, will show.

The Archbishop then went on to show how these exiles were received and provided for in Bavaria and some time afterwards the present Order was established. The Archbishop continued:

They afterwards devoted themselves to the education of young ladies of English birth to be found on the Continent, and the natives of Bavaria were proud to rank themselves among the Pupils of the Dames Anglaises, as they were then called and officially known, and known yet in Bavaria and other parts of Germany where they have Houses. . . . They returned to England and lived as a private Community, not being as yet approved of by the Holy See as a regular Religious Order. They established themselves in one of their ancestral Castles near York. This House became distinguished and numerous. The Order was finally established and Rules given to them by His Holiness Pope Clement XI. in the year 1703. The first Bishop of Toronto, Doctor Power, in 1846, found Irish nuns willing to come to Canada to impart a first-class education to young ladies. Here the usual success attended their labours; five houses are already doing the noble and most useful work of education.

After singing by the Pupils, His Excellency addressing the Pupils said:—

Young Ladies,—I can assure you that I find it very difficult, indeed, to discover words which will express, with sufficient earnestness, my deep sense of the kindness with which you have received me to-day. When I look around and consider all the preparations which have been made for my welcome, I scarcely know to which to refer with the greatest admiration. The young ladies themselves, ranged like a bed of Flowers in the sunshine of a spring-tide,—the beautiful music which has been sung with such taste, delicacy, and feeling, more especially the song which was written by my Mother, to which, naturally, I can never listen without deep emotion,—all have combined to make an impression upon me which will never fade away. I have been extremely interested in learning, from the observations which fell from His Grace the Archbishop, the origin of this community, and I am proud to think it was from Irish shores it set forth to this Country upon its beneficent mission. I congratulate you heartily, young ladies, upon the fortunate circumstance which has placed you within these walls, and I am sure, from all I have heard and witnessed of the noble work in which the Sisters are engaged, that the benefits which will be spread abroad through the Dominion cannot be over-estimated. In speaking of a certain Lady, an English Writer, famous in his time, concluded a brilliant passage in her honour by observing that "to know her was itself a liberal education." I would venture to recommend you to lay this observation to heart, and to remember that the character and conduct of the Women of a Country do more, perhaps, than anything else to elevate the tone of feeling amongst its inhabitants, to inspire them with high thoughts and noble endeavours, and with that spirit of chivalry which raises our nature far above its ordinary level. When, however, these sentiments are still further illuminated by a

spirit of devotion, and directed by the counsels of Religion, we have just cause to hope that the career of such a Nation will receive the blessing of God, and will prove a benefit to the world at large. I wish more especially to express to the Sisters themselves my deep and hearty sympathy with them in their lives of retirement and self-sacrifice, and I cannot imagine that there can be a greater consolation to their own minds, or that a more perfect tribute could be paid to the utility and high character of their work than the fact that the Pupils placed under their guardianship, and the influence of their saintly lives, should include the flower of the Catholic maidenhood of Toronto. I can only say, in conclusion, that, on my own behalf, as well as on behalf of the Countess of Dufferin, I thank you again and again, and that I wish to each one of you individually, and to the Community collectively, all the happiness that this world can give. I make no doubt that, whatever may be the dangers, the anxieties, the trials, and temptations which, in your future lives, you will have to encounter,—and there is none of us whose life is entirely exempt from them,—in instruction and the example which you have had here will do as much as any earthly thing can do to sustain and comfort you, and prove, to the end of your lives, a delightful reminiscence.

Their Excellencies walked among the Pupils, and conversed with a large number of them. Archbishop Lynch then announced that their Excellencies had consented to hold a levee. The pupils of the Institution and Visitors were accordingly presented. In an adjoining Room the Sisters of the community were presented to them; and, after a short walk in the grounds, they left the Abbey.

Their Excellencies then visited the De La Salle Institute of the Brothers of the Christian Schools, where they were again received by the Archbishop, who presented to them Brother Arnold, Director of the Institute.

The steps and hall were ornamented with devices and mottoes, and the windows were illuminated, darkness having set in. Brother Arnold presented the other Brothers to their Excellencies.

The Band of the Institute played the National Anthem, as the Vice-regal Party entered the Hall. Three Boys advanced to the foot of the platform, and one of them read the following Address:—

We, the Community and Pupils of the De La Salle Institute, beg leave to welcome Your Excellency and the Countess of Dufferin, and to tender to Your Excellencies our deep gratitude for the honour you have vouchsafed to confer on us by this most gracious visit.

Your Excellency and the noble Countess having been born in that "Green Isle of the Ocean," from which our Parents came, and by right of which we rejoice to be called the Sons of Irishmen, will appreciate the truth of our declaration that we are attached to Ireland, its green hills and its valleys.

We desire to say, as young Canadians, that we love Canada, and will ever deem it our duty to honour Her Most Gracious Majesty, whose just sway now extends from the Atlantic to the Pacific.

For Your Excellency and Lady Dufferin we have the most profound respect, and beg of you to accept the best wishes of the Pupils of this Institute.

His Excellency desired to return them, on his own behalf, and on behalf of Her Excellency, their best thanks for the kind welcome they had accorded them. It gave him much pleasure to find himself among them, and to observe how flourishing and satisfactory was the condition of that school. He accepted with very great pleasure those references which they had made to their common Country, whose memory he was happy to think they still cherished; as well as those expressions of loyalty to the Crown which they had addressed to him as the Representative of Her Majesty. He was perfectly convinced that, among no section of the inhabi-

tants of the Dominion, had Her Majesty more faithful, more useful, more loyal, or more gifted subjects than among those who had the honour of claiming an Irish descent. Already the annals of Canada and the roll of her Statesmen had been illuminated by those who claimed Ireland as the land of their birth, and, thanks to the education which was communicated in that and similar Establishments, he was certain that the contribution which the descendants of Irishmen would in future make to the glories of Canada, would in future bear comparison with that of any of the other races who combined to make up its noble population. He then asked the Authorities to be good enough to grant the Boys a holiday.

A little Boy then sang "Ring the Bell" very nicely, followed by a School-fellow who gave most effectively, "The Harp that once through Tara's Halls."

NOTE. Lord and Lady Dufferin also paid a private visit to the Private Schools taught by Mrs. Stubbs and by Miss Dupont. In this latter School they received an Address, to which Lord Dufferin made an appropriate reply.

AN ADDRESS FROM THE SUNDAY SCHOOL ASSOCIATION OF CANADA.

A Deputation from the Sunday School Association of Canada also presented Lord Dufferin with an Address, in which it was stated that the Association was organized in the year 1865, under a deep conviction of the importance of mutual counsel in the great work of the Religious training of the young.

Since its organization Annual Conventions of the Province of Ontario and Quebec, (the Canada at the time of its organization), have been held, attended by Representatives of Sabbath Schools varying in number from three to eight hundred. Besides these General Conventions the greater part of the Counties of Ontario, and some in Quebec, have held similar Meetings, and have, by the influence and aid of the Provincial Association, established Sabbath School Associations. The County Associations have instituted local Associations in the Townships. City and Town Associations have been set up and local Institutes have been held.

At the Annual Meetings of this Association, and at the County and local Conventions, there have been Addresses on the Sabbath School institution and work; the proper management of Sabbath Schools; help for Teachers; the best methods of teaching the several grades of Scholars; together with specimens of Class Teaching, and illustrations of Object Lessons, and free discussion on all the exercises invited.

With grateful acknowledgment to the God of all grace, we are enabled to say that the efforts of this Association have been crowned with success. Sabbath Schools have multiplied beyond any previous ratio; there is also a very marked improvement in the character of these "Nurseries of the Church" system; preparation of lessons and intelligent teaching have followed,—and increasingly the best efforts of the Churches are being put forth in this branch of Christian work.

We are encouraged by the prospect that by these Bible Schools the youth of our Land will be so trained in that knowledge which leads to life eternal, that Canada will, through God's grace, be eminent for that "righteousness that exalteth a nation,"—not only loyal to our rightful Sovereign, Queen Victoria, (may God long spare her), and good citizens, but also the faithful subjects of the King of Kings, and devoted Members of the Christian Church.

We desire that Your Excellency may be long spared as Her Majesty's Representative, that Lady Dufferin, yourself and children may be blessed with health and happiness,—and that, together, finally, you may be partakers of the glories of that Kingdom that shall not pass away.

WILLIAM MILLARD,
General Secretary.

WM. BOND, LL.D.,
Dean of Montreal, President.

His Excellency, in reply, said:—

I have to thank you very heartily for the kind Address with which you have presented me. I am well aware that, in a Country like this, where the State does not recognize a sectarian method of Religious teaching, all the more obligation rests upon the various Religious Denominations to pay strict attention to the training of the young of their individual flocks. I have seen with very great pleasure the kindly feeling which prevails between the Religious Bodies into which the community is divided. I am impressed with the absolute duty which rests upon each,—especially upon those who, in accordance with my own convictions, belong to an Evangelical Church,—to be very vigilant in vindicating the sacred principles which they have adopted, and in guarding the children committed to their care from being led astray into religious error. For this purpose, there is evidently no more efficient and practical instrumentality than that of Sabbath Schools, and I rejoice to hear that, thanks to your exertions and under your guiding superintendence, the Sabbath Schools of Canada are in so very flourishing a condition. I hope to-morrow, in company with Her Excellency Lady Dufferin, to have the pleasure of visiting one of those Schools before morning Service, and I shall then have a better opportunity than has yet been afforded me of observing the mode in which your instructions are imparted. I thank you very heartily for all those kind expressions personal to myself, which are contained in your Address, and it is indeed a great pleasure to find that everywhere in Canada, from one sea to the other, even in the midst of the remote Districts which are only inhabited by the Indians, the efforts of so Christian a Body as yourselves are conducted with such zeal and success.

As intimated by Lord Dufferin in this Reply, he and Lady Dufferin visited St. James' Cathedral Sunday School, and were received by the Very Reverend Dean Grasett and Mr. J. Gillespie, Superintendent of the School, who addressed to him words of welcome. He made a very suitable and appropriate reply, and expressed himself as greatly pleased at the very large number of Scholars present and the character and extent of the instruction given. The Infant Class also greatly interested him and Lady Dufferin.

NOTE. A very full account of this visit of Lord and Lady Dufferin having been compiled from the City Press and inserted in the *Upper Canada Journal of Education*, copies of it were sent to Lord Dufferin. His Secretary acknowledged them in a Note and said:—

His Excellency is greatly obliged to you for so kindly sending to him copies of the *Journal of Education*, which refer to his visits to the several Educational Institutions in Toronto. Pray also express to Doctor Hodgins His Excellency's thanks for the trouble he has taken in compiling the several Answers to the address. I should be pleased if you could send some additional copies, as His Excellency is desirous of transmitting them to his friends.

THE SCHOOL SYSTEM OF ONTARIO AS VIEWED BY THE CHURCH OF ENGLAND BISHOPS, DIOCESE OF TORONTO, 1872.

Bishop Bethune, in his Charge to the Synod of 1872, speaking of the increasing spread of evil, and of the duty of the Church, under her Divine Master, to cope with it, remarked:

It is but right to enquire to what this spread of evil is traceable, that we may come if possible to the remedy. That is largely to be ascribed to the neglect

of religious instruction in early life; to the secular education in operation without the savour in it of Religious truth, and the moral obligations that it teaches. The child taught and trained for this world's vocation only, without a deep inculcation of the love and fear of God, and the penalty hereafter of an irreligious and wicked life,

I have no disposition to reprobate this defect in the System of Education, prevailing with the authority and support of Government among ourselves. I know the difficulty, the almost impossibility, of securing the temporal boon with the addition of the spiritual; how hard it must prove in a divided religious community to introduce among the secular lessons which are meant for usefulness and advancement in this world, that lofty and holy teaching which trains the soul for heaven.

The irreverent and fierce assaults recently made upon a praiseworthy effort of the Chief Superintendent of Education in this Province to introduce a special work for moral and Religious instruction amongst our Common School Pupils, testify too plainly the difficulty of supplying that want.

I have confidence in the good intentions and righteous efforts of that venerable Gentleman to do what he can for the amelioration of the evils which the absence of systematic Religious teaching of the young must induce; so that we may have a hope that, from his tried zeal and unquestionable ability, a way may be devised by which such essential instruction shall be imparted, and the terrible evils we deplore to some extent corrected.

In response to this portion of his Address, the Reverend Doctor Ryerson addressed the following Note to the Bishop:—

I feel it my bounden and at the same time most pleasurable duty, to thank you with all my heart for your more than kind reference to myself in your official Charge at the opening of the recent Synod of the Diocese of Toronto; and especially do I feel grateful and gratified for your formal and hearty recognition of the Christian character of our Public School System, and of the efforts which have been made to render that character a practical reality, and not a mere dead and heartless form.

It has also been peculiarly gratifying to me to learn that your lordship's allusions to myself and the school system were very generally and cordially cheered by the members of the Synod.

My own humble efforts to invest our School System with a Christian character and spirit have been seconded from the beginning by the cordial and unanimous co-operation of the Council of Public Instruction; and without that co-operation my own individual efforts would have availed but little.

Since the settlement of the common relationship of all religious persuasions to the State, there is a common patriotic ground for the exertions of all, without the slightest reasonable pretext for political jealousy or hostility on the part of any. On such ground of comprehensiveness, and of avowed Christian principles, I have endeavoured to construct our Public School System; such and such only has been my aim in the teachings of my little book on Christian Morals; and such only was the aim and spirit of the Council of Public Instruction in the recommendation of it,—a recommendation to which the Council inflexibly adheres, and which it has cordially and decidedly vindicated.

TORONTO, July 13, 1872.

EGERTON RYERSON.

To this Note Bishop Bethune replies as follows:

I have to thank you for your Letter of the 1st instant, received last evening, and to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound education of the youth of this Province.

I believe that, in the endeavours to give this a moral and Religious direction, you have done all that, in the circumstances of the Country, it was in your power to accomplish. I was glad, too, to give utterance to my protest against the shameless endeavours to hold up to public scorn the valuable little work on Christian Morals, by which you desired to give a moral and religious tone to the instruction communicated in our Common Schools. If more can be done in this direction, I feel assured you would assume any reasonable amount of responsibility in the endeavour to effect it.

Wishing you many years of health and usefulness. . . .

TORONTO, July 3rd, 1872.

A. N. TORONTO.

It may be interesting to note that Bishop Bethune's Predecessor, Bishop Strachan, entertained similar views in regard to Doctor Ryerson's efforts to promote a Religious character to the teaching in the Common Schools of the Province. In his Charge to the Church of England Synod in 1856, he said:—

One new feature, which I consider of great value, and for which I believe we are altogether indebted to the able Chief Superintendent, deserves special notice: it is the introduction of daily Prayers. We find that 454 [3,246 in 1870] Schools open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the School System in its interior, as it is already in its exterior, nearly complete. But until it receives this necessary extension, the whole System, in a Religious and spiritual view, may be considered almost entirely dead.

I do not say that this is the opinion of the Reverend Doctor Ryerson, who no doubt believes his System very nearly perfect; and so far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to Religion, as far as seems consistent with a just interpretation of the School Law. (*Charge of 1856, pages 15, 16.*)

DOCTOR RYERSON AND EDUCATION IN THE COUNTY OF SIMCOE, 1852-1872.

Doctor Ryerson was invited to open the new Public School in the town of Barrie in 1872. Before the ceremony was proceeded with a Letter was read from Judge (now the Hon. Senator) Gowan, who was unable to be present, referring to his long services in the cause of education in the County of Simcoe. He said:—

Ever since I came to this country, nearly thirty years ago, I have been connected with the School System, having held the office of Trustee of the Grammar School, and the position of Chairman of the Board of Public Instruction from its first institution till superseded by recent enactment, and, with the exception of my friend, Mr. Dallas, I am the only member of the original Board now living.

I have seen the gradual improvement in the school system and the improvement in the schools in this country from very small beginnings to the present advanced and most prosperous condition, so you will understand my disappointment in not being able to be present on the interesting occasion of laying the corner stone of the Public School house of Barrie, by the Chief Superintendent of Education.

My position as Secretary and Treasurer of the Grammar School, and Chairman of the Board of Public Instruction, in this, the largest county in Ontario, brought me in constant communication with the Education Office in Toronto; and I can say that the

able, zealous and wise administration of the school law by Doctor Ryerson and his assistant, Dr. Hodgins, has, here at least, had a happy effect—fostering the increase of schools, securing their better management, giving them efficient teachers, and providing the means, within easy access to all, of securing a good common education to the youth of this country, and a very superior education in the Grammar Schools.

Mr. (now Judge) Boys gave a sketch of the educational history of Barrie as follows:

Twenty years ago there was no Public or Common School, but we were not, however, without School accommodation, as we were then included in what was known as School Section No. 1 of the adjoining Township of Vespra. We had no building specially set apart as a school house, but a rented room then sufficed to carry on the daily teaching embraced within the section. . . . Twenty years ago one teacher took charge of all our scholars—both male and female—and if there is any doubt as to his labor having been great, there can be none as to his salary having been small, for he subsisted on a sum of £60 per annum.

In January, 1854, Barrie became possessed of a school of its own, and built a school house of frame, 24 x 36; just about large enough to fill up one room in the building we are now erecting. It was, no doubt, at the time it was built, amply large, yet I find, from the record of the school, that such was the growth of the town by September, 1854, non-residents were refused admittance to the Barrie school on the ground of its overcrowded state, the average attendance of males being seventy—the females were then taught in another building by a female teacher. This state of things continued for nearly a year, when a separate school was established for Barrie, which brought some relief to the overcrowded building. But it was evident that more school accommodation would have to be supplied, and I see by the minute book of the school that a new school house was talked of so far back as January, 1855. The new school house, however, never came. The difficulty at last was settled by an enlargement of the old building, which then assumed the appearance it now presents. With the enlarged school house, supplemented by some rented rooms, the schools of Barrie have ever since continued to the present time. It took time to convince our people of the imperative necessity there was for a large outlay in providing a new school house. But the ratepayers became convinced at last, and gave their hearty approval to an expenditure which will enable us during the next year to erect a school building suitable to the place and one worthy of the trouble you have taken to be present at its official commencement.

CIRCULAR TO THE BOARDS OF TRUSTEES OF HIGH SCHOOLS IN THE PROVINCE OF ONTARIO.

In my Circular of the 13th of August of last year, which I addressed to Boards of High Schools, I called attention to the provisions of the new Law in regard to the admission of Pupils to the High Schools.

2. As it has been found on experience that great diversity exists, not only in the mode of examinations, but in the standard to be reached by the Candidate for admission, the Council of Public Instruction has thought it desirable, in order to remedy these defects, to request the High School Inspectors to prepare a series of printed questions to be answered by the Candidates for admission to teach High School.

3. The accompanying General Regulations for conducting the examination of Candidates for admission to the High Schools, fully explain the manner in which these examinations shall be conducted. I therefore refer you to them.

I would conclude this Circular by reminding you again of the province of High Schools as a part of our system of Public Instruction; and I cannot better do so than

in the words employed by the Council of Public Instruction, in the explanatory memorandum, prefatory to the Programme of the Course of Studies for the High Schools, and to which I would refer you.

TORONTO, 3rd August, 1872.

EGERTON RYERSON.

REGULATIONS FOR THE ADMISSION OF PUPILS TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES, 1872.

In accordance with a general wish, as expressed last year and concurred in by the Council of Public Instruction, an examination of Pupils for admission to the High Schools and Collegiate Institutes will be held (D.V.) in each High School, or Collegiate Institute District, commencing on Thursday, the 10th of October, at 9 a.m., and may be continued during the following day. Candidates must notify the City, County, or Town, Inspector, (as the case may be,) not later than the 15th September, of their intention to present themselves for examination; and the Inspector will inform the Department not later than the 20th of September of the number of Candidates for admission, as the Examination Papers cannot be printed off until this information shall have been received from every one of the Inspectors. An omission of one Inspector in this matter, beyond the time specified, may delay the printing and despatch to the Inspectors of the Examination Papers.

County Inspectors are Members only of Boards of Examiners for admission to the High Schools in Villages and Townships. City and Town Inspectors are Members of the Boards of Examiners for admission to the High Schools in such Cities and Towns.

For this year, these Examinations will be retrospective in their effect, as regards Pupils who entered for the Summer Term, whose attendance for that term will be reckoned provided they succeed at the examination, and their Papers are approved by the High School Inspector. The Examination Papers will be sent to the Public School Inspector, who will be responsible for the conduct of each examination, (according to the Regulations). Where a County Inspector is also Town Inspector, he will, (with the concurrence of his Colleagues), arrange for the examination to be held at each School, at the time fixed. The Inspector will, immediately after the Meeting of the Board of Examiners, at the close of the Examinations, and not later than the 20th of October, transmit to the Department the Report of the Board of Examiners, and also the whole of the Answers of the Candidates,—the latter for the examination and approval of the High School Inspectors. The surplus Examination Papers are also to be returned for binding up.

TORONTO, 24th August, 1872.

EGERTON RYERSON.

HISTORY OF THE "PAYMENT BY RESULTS" IN THE HIGH SCHOOLS.

As considerable misapprehension appears to exist in regard to the introduction of the new principle of "Payment by Results" into our School Law, the following explanation is necessary:

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has within the last year, or two, been recommended by the Royal Irish Commission of Inquiry for introduction into the Schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The sub-

ject was discussed at the time, and enquiries made into the working of the system. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step was, however, taken at that time; and the principle of payment according to the "average attendance of pupils" was then first applied to Grammar Schools. This change was thus explained in the Memorandum which was published with the new Act in 1865 and it repeated here:

The 7th Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund,—a relic of the old law of 1806-8,—which gave to the Senior County Grammar School more than to the Junior Schools unless the average daily attendance should fall below 10 pupils—although every one of these Schools may have been vastly superior to the senior School of the County. This Section of the new Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each School according to its work. The application of this principle to the Common Schools in the rural Sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might have been kept open, whether the work was done, or not. It has also induced the Trustees to keep the School open one, or two, months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School law amply provides for giving the best kind of a superior English education in Central Schools, in the Cities, Towns, and Villages, with primary Ward Schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical Pupils was fixed at 20, and afterwards at 10. In our Regulations we take the latter number.

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of; but on the visit in that same year (1865) of Reverend James Fraser, (now Bishop of Manchester,)—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada, the matter was discussed with him. The Chief Superintendent also that year referred the question to the then Inspector of Grammar Schools, (the Reverend G. P. Young,) who thus reported upon it (in his Annual Report) to the Chief Superintendent, for 1866:

I have come to the conclusion, after having devoted much thought to the subject, that, until educational results are combined with attendance as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. More than a year ago, you asked me to consider whether results might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the Grants to be made to the several Schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools. But I feel no doubt that, if the Provincial Legislature were willing to make an additional Annual Grant of One thousand, or eleven hundred, pounds for Grammar School Inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized,

that would make the blood flow in a new style through every limb of the Grammar School Body, from Windsor to L'Original, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right Apportionment of the Grammar School Fund possible.

NEW CURRICULUM FOR LAW EXAMINATIONS, 1872.

The Benchers have made a good many changes in the subjects and Books for examination of the various grades of Students. The following is a complete list as arranged for the future. The Regulation as to Graduates of Universities comes in force next Term; the other changes in next Hilary Term. All former requisites "for call" or admission as Attorneys, not mentioned in the subjoined information, will remain in force.

ADMISSION OF STUDENTS-AT-LAW.

Graduates of any University in Her Majesty's Dominions empowered to grant Degrees will be allowed to enter without examination upon giving a Term's notice, paying the usual Fees, and presenting their Diplomas to the Convocation.

Others than Graduates will be examined in the following Books:—Horace, Odes, Book iii.; Virgil, *Æneid*, Book vi.; Cæsar's Commentaries, Books v. and vi.; Cicero, Pro Milone; Arithmetic, Algebra to end of Quadratic Equations; Euclid, Books i., ii. and iii.; Outlines of Modern Geography, W. Douglas Hamilton's History of England; English Grammar and Composition. The examination will be partly written and partly oral.

PRIMARY, FOR ARTICLED CLERKS.

Articled Clerks will be required to pass an examination in the following Books before their service will count under their Articles: Cæsar's Commentaries, Books v. and vi.; Arithmetic, Euclid, Books i., ii. and iii.; Outlines of Modern Geography; W. Douglas Hamilton's History of England; English Grammar and Composition; Elements of Bookkeeping.

INTERMEDIATE EXAMINATIONS.

1st Intermediate.—Williams on Real Property, Smith's Manual of Equity Jurisprudence, Smith's Manual of Common Law. The Act respecting the Court of Chancery.

2nd Intermediate.—Leith's Blackstone; in Greenwood's Conveyancing, the Chapters on "Agreements," "Sales," "Purchases," "Leases," "Mortgages," and "Wills;" Snell's Treatise on Equity; Broom's Common Law; Consolidated Statutes, U. C. Chapter 88; Statutes of Canada, 29th Victoria, Chapter 28; the Insolvency Acts.

SCHOLARSHIP EXAMINATIONS.

1st Year.—Stephens' Blackstone, Volume I; Stephens on Pleading; Williams on Personal Property; Griffith's Institutes of Equity; Consolidated Statutes, Upper Canada, Chapter 12; Consolidated Statutes, Upper Canada, Chapter 43.

2nd Year.—Williams on Real Property; Best on Evidence; Smith on Contracts; Snell's Treatise on Equity, the Registry Acts.

3rd Year.—Real Property Statutes in Ontario; Stephen's Blackstone, Book V.; Byles on Bills; Broom's Legal Maxims; Story's Equity Jurisprudence; Fisher on Mortgages, Volume 1, and Chapters 10, 11 and 12 of Volume II.

4th Year.—Smith's Real and Personal Property; Russel on Crimes; Common Law Pleading and Practice; Benjamin on Sales; Dart on Vendors and Purchasers; Lewis, Equity Pleading and Practice in this Province.

FINAL EXAMINATION FOR ATTORNEYS.

Leith's Blackstone; Watkin's Conveyancing, 9th edition, Smith's Mercantile Law; Story's Equity Jurisprudence; Leake on Contracts; The Statute Law; The Pleading and Practice of the Courts. Students will also be liable to be re-examined in all or any of the subjects of the Intermediate Examinations.

FINAL EXAMINATION FOR CALL.

Blackstone, Volume 1; Leake on Contracts; Watkin's Conveyancing; Story's Equity Jurisprudence; Stephen's on Pleading; Lewis, Equity Pleading; Part's Vendors and Purchasers; Taylor on Evidence; Byles on Bills; The Statute Law; The Pleading and Practice of the Courts.

In addition to the Books for call only, Candidates will be examined in Russell on Crimes; Broom's Legal Maxims; Lindley on Partnership; Fisher on Mortgages; Benjamin on Sales; Jarmin on Wills; Von Savigny's Private International Law (Guthrie's edition); Maine's Ancient Law. Candidates for call will also be liable to re-examination in any of the Books for the Intermediate Examinations.

PROCEEDINGS OF THE GOVERNMENT WITH THE COUNCIL OF PUBLIC INSTRUCTION.—ELECTION OF MEMBERS, 1873.

I have already, in Chapter XV of the Twenty-fourth Volume of the Documentary History, referred to the rather arbitrary manner in which the Government of the day had treated the Council of Public Instruction in 1871 and 1872. The mode of doing so was in more or less of a peremptory manner, such as requiring its Members to give a "Statutory Authority" for each of its acts, and, especially for the General Regulations, which it had passed for the Government of the Public and Grammar, or High, Schools and Collegiate Institutes of the Province.

The more effectively to accomplish this purpose, (as stated by the Council of Public Instruction), the Government had a Bill passed by the Legislature, giving it authority,—

"To cause enquiry to be made into the working of any Rules, Regulations, Instructions, or Recommendations, which have been, or may be, made, or issued by the Council of Public Instruction . . . and to abrogate, suspend, or modify such Rules," etcetera. "That, as contemplated by this Act, the Government instituted a most severe and exhaustive inquisition into the acts of the Council in regard to the following [seven] subjects." . . .

The Members of the Council of Public Instruction felt that while they had given their best consideration to the various subjects which under the successive School Acts had been submitted to them by the Chief Superintendent of Education for the previous twenty-five years, with the sanction and approval of the Government, they were surprised that, on the advent of a new Government, they should have been, without notice, or consultation, subjected to treatment which, in itself, they regarded as uncalled for and arbitrary. The Members of the Council, therefore, at their first Meeting in January, 1873, strongly deprecated

such treatment, and gave a very decided expression to their feelings in a Petition to the House of Assembly on the subject.

PETITION OF THE COUNCIL OF PUBLIC INSTRUCTION ON THE ARBITRARY ACTION
OF THE GOVERNMENT IN REGARD TO IT, 1873.

To the Honourable the Legislative Assembly of the Province of Ontario.

The Petition of the Council of Public Instruction for Ontario, Humbly Sheweth:—

I. That the existence of this Council extends back to the year 1846, and is, therefore, co-existent with our present System of Public Instruction; and some of the Members of this Council were appointed in 1846; and they have thus gratuitously served their Country for more than a quarter of a century, devoting many months during that protracted period to anxious and earnest endeavours to promote the sound and universal education of the youth of this Province, and with no other remuneration, or reward, than the consciousness of doing good to their Country.

SPECIFIC DUTIES DEVOLVING ON THE COUNCIL OF PUBLIC INSTRUCTION.

II. That it has devolved upon this Council to devise and adopt all the Regulations and means which have been in operation from the beginning for the establishment and management of the Normal and Model Schools, the procuring of Premises and the erection of Normal and Model School Buildings; for the Organization and Government and Inspection of the Public and High Schools, and the preparation, selection and procuring of Text Books, Maps, and Apparatus for the Schools; for the Establishment and Management of Public Free Libraries, the selection and procuring of several thousands of different Works for them, as also Prize Books for rewards of competitive diligence and success in the Schools.

REVISING AND MATURING REGULATIONS UNDER THE SCHOOL LAW IMPROVEMENT ACT OF 1871.

III. That, on the passing of the Public and High School Improvement Act of 1871, it became the duty of this Council to undertake the difficult and laborious task of revising and maturing the whole of the Regulations for the Organization, Management and Discipline of both the Public and High Schools, the subjects for the Examination and Classification of Teachers throughout the Province, and the Regulations for Public and High Schools, the Admission of Pupils to High Schools, and the Adequate Accommodation for the School population in the Public Schools,—a work which occupied much time and labour during several months, and in pursuing which the Council not only availed itself of the experience of other educating Countries, but of the practical knowledge and suggestions of distinguished Instructors of youth in our own Country.

PASSAGE BY THE GOVERNMENT OF THE ACT OF 1871, TO ABROGATE THE ACTS OF THE COUNCIL.

IV. That, in consequence of certain statements and imputations against this Council and the Education Department, the Honourable Edward Blake, then President of the Executive Council, brought in a Bill last Session of the Legislature, which was passed into an Act, declaring that "The Lieutenant-Governor-in-Council shall have power to cause enquiry to be made into the working of any Rules, Regulations, Instructions, or Recommendations, which have been, or may be made, or issued, by the Council of Public Instruction, or by the Chief Superintendent of Education; and to abrogate, suspend or modify any such Rules, Regulations, Instructions, or Recommendations.

EXHAUSTIVE INQUISITION BY THE GOVERNMENT INTO ACTS OF THE COUNCIL.

V. That, as contemplated by this Act, the Government instituted a most severe and exhaustive inquiry into the acts of this Council since 1867, requiring explanations, authority and reasons for every proceeding and act of this Council in regard to the following subjects:—

- (1) The Preparation, Publication, Sanctioning and Providing of Text Books for the Public and High Schools.
- (2) The Examination, and Certificates of Qualification, of Public School Teachers.
- (3) The Management and Teaching of the Normal and Model Schools.
- (4) The Programmes, Course of Study, and General Regulations for the Organization, Government, Discipline and Inspection of the Public and High Schools.
- (5) The Official Regulations, providing for Adequate Accommodation in the Public Schools.
- (6) Special Regulations for the admission of Pupils to the High Schools.
- (7) Various Miscellaneous matters.

FULL ANSWERS AND READY OBEDIENCE BY THE COUNCIL OF PUBLIC INSTRUCTION.

VI. That the Council promptly and fully answered every Enquiry and Demand of the Government, and assured its ready Obedience to every Order and Instruction which the Government had issued, or might issue, explaining and giving Authority for each Regulation, or Recommendation, which it had made since 1867; and this Council believes that the Chief Superintendent of Education, an *ex officio* Member of the Council, gave, in like manner, the Authority and Reasons which were required of him for his Acts and Instructions.

REGULATIONS IN REGARD TO ADEQUATE SCHOOL ACCOMMODATION IN THE SCHOOLS.—ADMISSION OF HIGH SCHOOL PUPILS DISALLOWED.—APPEAL TO HIGHER COURTS PROPOSED AND NOT ALLOWED.

VII. That, after this minute and searching Enquiry on the part of the Government, the only Acts or Regulations of this Council of which the Government expressed its disapproval, was one relating to Adequate School House Accommodation, as required by Law, and the other relating to Regulations for the admission of Pupils to the High Schools. But the Order of the Lieutenant-Governor-in-Council to cancel what has been done by this Council to promote improved School House Accommodations, was substantially set aside and reversed by a subsequent and final opinion and instruction of the Honourable the Attorney-General on the subject; and as the Order of the Lieutenant-Governor-in-Council cancelling the Regulations of this Council for the Examination and Admission of Pupils to the High Schools was professedly based upon the Attorney-General's opinion as to their illegality, this Council besought, unsuccessfully, permission for the Chief Superintendent of Education to obtain the opinion of the Judges of one of the Superior Courts as to the meaning of the Section of the Act in question, according to a provision of the School Law, (23rd Victoria, Chapter 49, Section 23), expressly providing for such cases. How far the Order disallowing the Regulations of this Council for the uniform Examinations and Admission of Pupils to the High Schools has shewn the alleged inefficiency of this Council, and promoted the interests of the High School education, is not for this Council to express an opinion.

THE COUNCIL CLAIMS THAT THE WHOLE OF THEIR EXPLANATIONS SHOULD BE LAID BEFORE THE LEGISLATURE AND PRINTED.

VIII. That when your Honourable House had passed an Act to make thorough Enquiries into the then impugned Regulations and Acts of this Council; and when

that Enquiry has been made in a manner of thoroughness and severity very unusual, if not unprecedented, this Council submits that it is justly due to its character and past labours, that its Answers in explanation of its own Acts, and in reply to the charges preferred against it, should be laid before Your Honourable House and printed for the information of Members and of the Public.

REASONS WHY THE EXPLANATIONS OF THE COUNCIL SHOULD BE LAID BEFORE THE HOUSE NOW.

IX. That on the demand and motion of the Honourable Edward Blake during the successive Sessions of the Legislature, all the Minutes of the Proceedings of this Council, and all correspondence between the Chief Superintendent of Education and the Government, or any Member thereof, has been laid before Your Honourable House; and this Council submits that there are special additional reasons why such Minutes and Correspondence of the last year should be laid before Your Honourable House at the present time.

**SPECIAL REASON FOR THIS PUBLICITY OF THE ACTS OF THE COUNCIL AND ITS EXPLANATIONS.
—PROPOSITION TO ALTER THE CONSTITUTION OF THE COUNCIL.**

X. That among other reasons for this application, is the authoritative announcement that additional Legislation is required to "give Increased Efficiency to the Council of Public Instruction;" and it is understood that "the introduction of the Elective Principle into the selection of its Members is the essence of the proposed change." When, therefore, the inefficiency of this Council is assumed to be such as to render Legislation and a change in its constitution necessary, we submit, as a matter of justice to the characters and labours of the deceased and present Members of this Council, that our own account of our Acts, in answer to severe and scrutinizing Enquiries, should not be withheld from Your Honourable House and the Public, but that our Defence as well as the Accusations against us should be made public, that it may be seen how far we have been wanting in either "Efficiency," or fidelity, in our arduous and gratuitous labours to promote the Public Education of our Country.

THE PRESENT MEMBERS OF THE COUNCIL ARE PREPARED TO RETIRE AT ANY MOMENT.

XI. That the Members of this Council are prepared at any moment to retire from the position and work which they have so long sustained; but they deem it due to themselves, as it is the right of the humblest Subject of the Queen, to be heard in their own Defence before having their labours of more than twenty-five years legislatively stamped with the character of "Inefficiency."

THE PROPOSED ELECTIVE PRINCIPLE IS INCONSISTENT WITH THE PRINCIPLES OF RESPONSIBLE GOVERNMENT.

XII. That whether election should hereafter be the essence of the Principle of selecting the Members of this Council, is a question into which this Council does not desire to enter; but, if a Government responsible to Your Honourable House is deemed unfit, or incompetent to select and appoint during pleasure, or annually, Members of a Council to aid in managing the important Government Branch of the Public Service for the Education of the People, it may be submitted whether the Members of Your Honourable House, as the elected Representatives of the People, would not be a more competent Body to elect Members of a Council of Public Instruction than irresponsible parties, or cliques of parties, elsewhere. Besides, it may be submitted, as worthy of consideration, whether it is not inconsistent with the management of every other Branch of the Public Service, contrary to the Principles of Responsible Government, and at variance with the example of England, as well as of the neighbouring United

States, that the Regulations and Measures which affect the whole System of Public Elementary Instruction should be in the hands of a Body elected independently both of the Government and of the Legislature. If the Council of Public Instruction is an agency of the Government, or of the Legislative Assembly for devising measures and making Regulations for the whole System of Public and High School Education, it is submitted whether those constituting such agency ought not to be appointed by the Government, or by the Legislative Assembly, and be responsible for it. And, if objection be taken to the Personnel of this Council, because its Members have not had experience in modern Methods of Teaching,—an objection which the Council does not admit,—it may be observed, that, at all times, this Council has included Gentlemen who have been practical Teachers of youth, and the result of our labours may be referred to as an evidence of their practical character; in addition to which, the Government can, at any time, change the Personnel of this Council, by filling existing vacancies, or appointing others in place of those who do not attend, or who may be considered incompetent to the duties assigned.

PROPOSAL OF THE COUNCIL OF PUBLIC INSTRUCTION TO BE DIRECTLY RESPONSIBLE TO THE
LEGISLATURE.

XIII. That it appears by Correspondence laid before Your Honourable House, and printed, that the Chief Superintendent of Education has desired to be directly Responsible to Your Honourable House, through a Committee of your appointment at the commencement of each Session, for all his Acts in the Administration of the Education Department; the Members of this Council are equally desirous that their Acts should be thoroughly inquired into, and judged of by Your Honourable House, and that their Efficiency, or Inefficiency, should not be judged by *ex parte* Statements or Unsupported Assertions.

TWO VACANCIES IN THE COUNCIL ARE LEFT UNFILLED AND TWO MEMBERS ARE NON-ATTENDANT.

XIV. That two vacancies in this Council have remained unfilled during twelve months, which may have reduced the "Efficiency" of this Council, as well as its numbers; that two Members of this Council, the Roman Catholic Archbishop of Toronto, and the Chancellor of the University of Toronto, have not found it convenient to attend our Meetings,—thus practically reducing our legal number of nine to five; yet, during the many Meetings of the past year there have been no more than two adjournments of appointed Meetings for want of a legal quorum, and during more than twenty-five years there has not been on an average one adjournment of a year for want of a legal quorum, as appears from the Minutes of our Proceedings,—a fact which, when considered in connection with the number of our Meetings, and the extent and variety of our labours, may be submitted to the just consideration of your Honourable House, as to whether this Council has not fairly earned other public consideration than the implied charge of "Inefficiency," and that to so great an extent as to render necessary an Elective Body in our place.

PRAYER OF THE PETITION OF THE COUNCIL.

XV. Under the circumstances thus stated, this Council humbly prays that Your Honourable House will request the production and order the printing of all the Correspondence on School Matters which has taken place between the Government, or any Members of the Government and this Council, and the Chief Superintendent of Education since the last Session of the Legislature, and institute such Enquiry into the manner and Efficiency with which we have discharged our duties, as Your Honourable House, in its wisdom, may think just and expedient.

Signed by order and in behalf of the Council of Public Instruction, this 10th day of January, A.D. 1873.

TORONTO, 10th January, 1873.

H. J. GRASETT, *Chairman*.

NOTE. On the 4th of March, 1873, the Honourable Attorney-General Mowat introduced the following Draft of School Bill, relating to the Council of Public Instruction, into the House of Assembly.

AN ACT TO AMEND THE PUBLIC AND HIGH SCHOOL LAWS OF ONTARIO.

Her Majesty, by and with the consent of the Legislative Assembly of Ontario, enacts as follows:—

I. The One hundred and fourteenth Section of the Consolidated School Act shall read as follows:—

The Lieutenant-Governor-in-Council may appoint a Council of Public Instruction to consist of not more than twelve persons, (exclusive of the Chief Superintendent of Education, who shall be *ex officio* Members of such Council); one-third of whom shall retire from office at the end of each year, (but may be re-appointed), in such order as the Lieutenant-Governor-in-Council may direct; and such Council, five of whom shall form a quorum for the transaction of business, shall, in the exercise of their duties, be subject to all lawful orders and directions which may, from time to time, be issued by the Lieutenant-Governor-in-Council.

NOTE. This Bill was subsequently withdrawn, and another was substituted in its place, as drafted by Mr. Mowat, after consultation with Doctor Ryerson.

While, under the authority of an Act passed by the Government in regard to the Council of Public Instruction, the Council was, as a rule, required to explain and justify the various acts to which the Government took exception, yet, in some cases, that objection, on the part of the Government, was expressed, (even before asking for this explanation), in the form of an Order-in-Council, disallowing the Rules, Regulations, or Instructions, thus practically rendering them inoperative.

Not content with making the Council of Public Instruction amenable to the operations of this arbitrary Act, the Government went a step further, and subjected the Chief Superintendent, as Head of the Education Department and Administrator of the School Laws of the Province, to the same treatment, and required him to explain and justify his administrative acts on pain of having them disallowed, or abrogated, and that, too, without notice, or explanation, or consultation. It was no wonder, therefore, that he made up his mind that it was only a question of time when he would definitely hand in to the Government his resignation of the office of Chief Superintendent of Education.*

Having thus practically destroyed the independence of the Council of Public Instruction, the next step proposed by the Government was to impair its official dignity, (as a Body whose Members were appointed for life by the Lieutenant-Governor), by the infusion among its Members of persons elected by the Masters and Teachers of the Schools and of other persons connected with Education. This proposal, as originally laid before Doctor Ryerson in 1872, was as follows:—

In addition to the numbers of Persons now authorized by Law to compose the Council of Public Instruction, it may and shall be lawful for the Lieutenant-Governor-in-Council to appoint annually for one year three Persons nominated respectively by the Inspectors of Public Schools, the Head Masters of High Schools and Collegiate Institutes, and the Teachers of Public Schools, in the manner hereinafter provided. . .

*Thus, not very long afterwards (in July, 1873), he proposed to Mr. Mowat (then Attorney-General), to send in his resignation, but being dissuaded, he wrote a note to Mr. Mowat withdrawing his proposal. In reply, Mr. Mowat said: "I have received your note, withdrawing your proposal to resign your office as Chief Superintendent. I hope you may long live to continue the discharge of its duties. Oliver Mowat, Toronto July 12th, 1873."

(Note—Doctor Ryerson, however, felt compelled finally to resign his office in 1876.)

When the Government had decided to introduce into the Legislature a Bill to the foregoing effect, the subject was referred to in "the Speech from the Throne." Doctor Ryerson felt greatly disappointed at its tenor, and at once addressed the following Letter to the Attorney-General protesting against its implied censure on the Council of Public Instruction:—

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT, M.P.P.

Since reading and pondering the Speech from the Throne on Wednesday, I have felt much pained at the terms in which the Council of Public Instruction is referred to. Had it been proposed simply to increase the number of Members of the Council, or modify its composition, or the tenure of appointments to it, in order to meet the wishes of portions of the Community, no unpleasantness would have been felt, but when Legislation is announced in order to "give increased efficiency to the Council of Public Instruction" it is clearly implied that the Council is not, and has not hitherto been, efficient, endorsing what has been said and written against the Council, involving an imputation, or reflection, which I am sure the Council does not deserve. There may be need of "increased efficiency" in the Education Department, but if so, it is in the Chief Superintendent of Education, certainly not in the Council of Public Instruction. However you may modify the Council, I do not believe you will "increase its efficiency."

You know how opposed I am to the principle of Popular Election in the constitution of the Council of Public Instruction. Now, I view it as evil in itself, and inconsistent with the principles of "Responsible Government," and with the design and duties of the Council. . . .

It is well known that the whole movement for an Elective Council of Public Instruction has been conceived and advocated in a spirit of hostility to the existing Council of Public Instruction, to the Education Department and to myself. I submit it to your own good judgment and right feelings, whether . . . I ought not to have a Council to help me rather than to checkmate and thwart me. A Council in the friendship and intelligence of whose Members I can confide,—a Council of independent but friendly judgment and advice, and not a debating club of party, and perhaps of personal hostility.*

After the Act creating the Council was passed in 1846, I waited some months expecting the Government would appoint Members of Council, and, at length, wrote to the Honourable W. H. Draper, then Premier, stating my disappointment and embarrassment at the delay in appointing a Council; he replied that he had been waiting for me to submit names, that I was responsible for the work, and the Government looked to me to submit the names of Gentlemen whose counsel and assistance I desired. While I have desired each Member of the Council to exercise his judgment on each matter I have had much confidence in the good will of each and in his unbiassed judgment that I have made it a rule to withdraw any proposition which did not meet the approval, or acquiescence, of every Member of the Council. A mode of procedure which was suggested to me by the late Archbishop Whately, who told me in 1845 that during his then fifteen years' connection with the Irish National Board of Education, no motion had ever been put to vote, and no measure passed without the approval, or acquiescence, of every Member present.

If I am to manage a complicated and difficult Department and Public School System, for which I am held responsible, I have a right to claim all the assistance that can be given me, and not be surrounded by those who may be my personal enemies, and who would seek to weaken and paralyze my efforts in every possible way. But, if the question be viewed in regard to the public interest, apart from its personal aspect in respect

*My experience of the after history of the "Elective Council of Public Instruction" quite justified all of Doctor Ryerson's fears and prognostications as to its being an arena of "unfriendly" debate and of being continually the scene of personal hostility to him.

to the Head of the Department, the views I entertain appear to me to acquire great additional force. . . .

I have felt so strongly on the whole matter, as relating both to the past and the future, that I thought it right to consult my colleagues in the Council of Public Instruction and learn their impressions and views on the subject. After free and full exchange of views and consultation as to what should be done at this juncture, it was our unanimous judgment to petition the Legislature on the subject, for if we didn't speak now, we must be silent forever, and suffer the consequences.

The Members of the Council have expressed readiness to retire at any moment from the position and labours which they have so long sustained; but, before doing so, they ask that their past conduct and labours may be enquired into and judged by the Elected Representatives of the People in Parliament assembled. . . .

I have made it a rule from the beginning, as an Officer of the Government, to aid each Government in every way in my power by every information, or suggestion, I could give, to mature and carry out any measures for the advancement of the School System, and never to hold any communications with the opponents of the Government on Governmental measures, without the knowledge and permission of the Government. To no leader of a Government have I felt more pleasure in so doing than in regard to yourself. But I owe a duty which I must discharge at expense of feeling, to the past history and character of my Colleagues in the Council and myself during more than a quarter of a century in connection with our Public School System.

TORONTO, January 11th, 1873.

EGERTON RYERSON.

THE ATTORNEY-GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION

I have received your Letter of the 11th instant. I thought that I had hit upon an expression for the Speech of His Excellency which would avoid all offence to the Council. The expression "increased efficiency" was intended as an acknowledgment of the present existence of efficiency, in that Body, although not an efficiency beyond the possibility of increase; and to require one to assume that the admitted efficiency of the Council is incapable of "increase" is surely to claim something which does not belong to any human institution.*

Whether the introduction of the elective principle to the moderate extent in which you acquiesced, (although reluctantly), is a matter about which there may be a difference of opinion. . . .

I cannot help thinking that you are unnecessarily apprehensive about the Elective Members of the Council. The Introduction of the Elective element to some extent is strongly pressed by the classes to be represented, and by the many who sympathize with them. With the exception of this change,—if you now make it an exception, I do not see that there need be any substantial difference of opinion between us.

TORONTO, January 15th, 1873.

OLIVER MOWAT.

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT, M.P.P.

I concur with you that the general question can be better discussed by personal interview than by letter. I shall, therefore, do nothing more in this Note than explain certain circumstances, and reply to certain things contained in your Letter.

*No one could possibly object to the phrase had it been used in an ordinary and usual way, but when it was the very term in which the Council has been referred to as a reason for the necessity of elective Members, it acquired a specific and pointed obnoxious significance.

I agree with you that the phrase of the Speech in itself does not convey any reflection upon the Council of Public Instruction; nor do I believe for a moment that you intended any other construction than you put upon it. But when you consider the phrase not in the abstract, but in connection with the circumstances known to the public, and the cause of such a phrase in the Speech, I think you will admit that the Council must have been very dull, if they could have understood and interpreted it otherwise than they did, when it is considered that *The Globe* has made this demand of an Elective Council of Public Instruction for years, and has heaped every sort of abuse upon the Council, in order to effect a change in its constitution. . . . The sequel of all these proceedings and attacks, (the whole sum of which was the efficiency of the Council), is a proposition to increase the "efficiency" of the Council. What can such a proposition imply but that the Council has been inefficient, and how can the phrase be otherwise interpreted, or the proposition otherwise understood by the public than an endorsement of all that has been said against the Council? According to the acknowledged rule of interpretation, that words are to be understood not merely according to their abstract meaning, but according to the circumstances in connection with which they are used, I do not see how it is possible that the Council or the Public can place any other interpretation upon the words in question than that which was expressed by the Council of Public Instruction.

To remove all doubt, or misapprehension, I beg to say that, although I think, as I said to you at first, that there is no special necessity for Legislation at all the present Session,—I think I said no necessity for it,—yet I am at one with you on all you may think desirable in amending and improving and consolidating the School Laws. . . .

I appreciate the kind manner in which you treated me in our first interview, it being in such gratifying contrast to the manner in which I had been officially treated by other Members of the Executive.

I felt it in my heart, in return for your kindness, to go beyond my judgment and do all in my power to meet your wishes; and in reluctantly conceding to certain parties electing three Members of the Council of Public Instruction. I thought that other Members would coincide with me! but I found that each one to whom I mentioned it, revolted at the very idea, preferring immediate retirement from the Council, if Members were introduced who could stand up and say that they were not the nominees of any Government,—much less of a defunct Government, but the elected Representatives of large bodies, and had, therefore, a superior right to have their opinions respected, and the proceedings and debates open to the public and published for the information of their Constituents, and that if this was not granted by the nominee majority of the Government they would publish their proposed Resolutions and reasons for themselves. I have not stated to you a tithe of the evils of making the Council of Public Instruction elective. I ought to have conversed with my Colleagues before I consented, under grateful feelings, to concede anything to you on the subject. I must cleave to, and go with, those friends, who have assisted me by their counsels and friendship for so many years; and, if, therefore, you determine to proceed to change the constitution of the Council of Public Instruction this Session, by introducing the Elective principle, you must propose to construct a new Council.

The Council and myself bore a past history which, up to this date, is complete, and cannot be tarnished. It is better for us to retire now, than be consenting parties to what under all the circumstances must be regarded as our own degradation, if we be consenting parties to it. . . .

It seems to me most strange that a blow would be insisted upon, against the very head that devised and the heart that gave impulse to the system of Institutions and Education so eulogized by the *London Times*, as copied in yesterday's *Globe*, as also by Educationists in both Europe and America. . . .

I believe the great body of all parties in the House of Assembly will not condemn me without a hearing, and will, in any alternative, do me justice; and I ask no more. I ask

no favours. At all events, I must do what I believe to be best for the Country, true to the past and just to old and faithful friends,—and those friends, Gentlemen of the highest intelligence and position, and who have done no small service for the State. If, in such a course, I live poorer, I shall die happier.

TORONTO, January 15th, 1873.

EGERTON RYERSON.

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT, M.P.P

In my Letter written last evening, I forgot to remind you that, immediately after the opening of the House, when I had not remarked anything in the Speech beyond a reference to the proposed Amendment and Consolidation of the School Laws, I seized the moment to state to you how repugnant to the feelings of Members of the Council of Public Instruction was, would be, the invidious distinction in the composition of the Council by the proposed election of some of its Members; and suggested to you the making of appointments to the Council annual, and increasing the number, if you should think proper, but by no means to introduce the elective principle. I, therefore, apprised you of the feelings of my Colleagues in Council on the very first opportunity I had of speaking to you, after conversing with any of them.

If Teachers and Inspectors are to elect Representatives in the Council, so should Municipal Councils and Trustees,—the burden bearers of the School System, and, therefore, more strongly entitled to Representatives in the Council than Trustees and Inspectors,—the one Officers of the Trustees, and the other Officers of the Municipal Councils; for, be it observed, the Council of Public Instruction has always as much represented Teachers as it has Municipal Councils and Trustees.

I know not what arguments may have been pressed upon you on this subject; but I can conceive of no reason, after twenty-five years' successful practice of the present System, for such Legislation at this time beyond the exigencies of Party, the consideration of an element which never entered into our School Legislation until 1871; and I pray you with all the earnestness of my soul, that you will not suffer it to influence your Legislation this Session.

TORONTO, January 16th, 1873.

EGERTON RYERSON.

THE DEPUTY SUPERINTENDENT OF EDUCATION TO THE HONOURABLE OLIVER MOWAT, M.P.P.

NOTE. A copy of a second Draft of Bill reorganizing the Council of Public Instruction having been sent to me by the Honourable Attorney-General Mowat, I returned it to him with the following Letter:—

In critically reading over your Draft of School Bill, a few things appeared to me somewhat ambiguous. Would you kindly decide in regard to them, before finally revising the Bill?

1. I notice that not only "Masters," but "Teachers," are admitted to vote for Members of the Council. Does the word "Teachers" include Assistants, that is, those who hold only a Public School Teacher's Certificate, or a Certificate issued by an Inspector, and Teachers of French, Music, etcetera? The question is sure to be asked, and it would be better to settle it now. In High Schools there are, (according to the Regulations), Masters and Teachers. The same is true of the Public and Separate Schools.

2. Under the Grammar School Act of 1865, and up to last year, when Mr. Adam Crooks' University Bill was passed, the Heads of Queen's and Victoria Colleges were *ex-officio* Members of the Council by virtue of a Section of the old University Act. The Reverends Doctor Snodgrass, (of Queen's), and Doctor Nelles, (of Victoria), would

have attended the meetings of the Council had provision been made, as now, for their Travelling Expenses. It seems ungracious, when this provision for expenses is made, to deprive them of the right and honour which they have enjoyed, and would have exercised if they could have afforded it, when we remember that the Graduates of these Universities are *ex-officio* entitled to the position of Head Masters in our High Schools and Collegiate Institutes, which are authorized to prepare Students for these very Universities. Would it not be well, therefore, to alter Section Eighteen as follows:—

“18. The Chief Superintendent and the President and other Heads of any University College in Ontario shall be *ex-officio* Members of the Council of Public Instruction, etcetera.”

The Draft of Bill gives the Graduates of these University Colleges the right to elect a Member to the Council, while the University itself, (which is primarily interested in High School Education), is, through its Representative, excluded, under Mr. Crooks' University Bill, from the position, or influence, which it formerly occupied and enjoyed.

How would it do, (if you object to the alteration proposed), to give each University, through its Graduates, the right to elect a Member to the Council? This would take away all feelings of jealousy which I know exists now on this subject. The Graduates of Queen's and Victoria University Colleges, (who are High School Masters), feel that, while they themselves are recognized, their University is, by the Bill, excluded from all influence in High School Education and Management.

TORONTO, March, 1873.

J. GEORGE HODGINS.

THE HONOURABLE ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT
OF EDUCATION.

I write this Note to say that I would be glad if you would attend the Committee of the House of Assembly. I do not think that we differ much if at all on the undisposed-of Sections of the School Bill; and a number of additional suggestions will be submitted to the Committee of the House before it reports; and your assistance may be of important service to the Committee and to me.

TORONTO, March 24th, 1873.

OLIVER MOWAT.

THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

I would like to see you at the House to-day. I want to speak to you about one or two points in your Notes on the School Bill, before the Second Reading, which I hope to take to-day.

TORONTO, 24th March, 1873.

OLIVER MOWAT.

NOTE. On the 28th of March, 1873, Attorney-General Mowat withdrew, in the House of Assembly, his Bills for the Consolidation of the Public and High Schools Acts, and his Bill in regard to the Council of Public Instruction for Ontario.

THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

I send you a private Letter from Mr. James Bethune, M.P.P., in regard to some School matter. Give me a short Memorandum referring to the point spoken of in it.

I also send you a Memorandum respecting the Town of Saint Thomas Grammar School. Give me a Confidential Note with reference to it also.

TORONTO, 6th February, 1873.

OLIVER MOWAT.

THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

Be good enough to draft me an answer to the accompanying Letter on School matters. I am likely to receive similar Communications from others.

Mr. Clarke, the Writer of the Letter, is personally very friendly to myself and the Government, and you will bear this in mind in drafting an Answer to this Letter. He is also an M.P.P.

TORONTO, July 4th, 1873.

OLIVER MOWAT.

NOTE. These requests of Mr. Mowat were complied with by J. G. H.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR
ONTARIO, 1873.

January 10th, 1873.—The attention of the Council having been directed to an allusion to the Council of Public Instruction in the Speech of His Honour, the Lieutenant-Governor, on the opening of the Session of the Legislative Assembly, the Council adopted a Petition to the House of Assembly, and requested the Chairman to sign the same, on behalf of the Council.

[NOTE. This Petition is printed on page 259 of this Volume.]

January 24th, 1873.—*Ordered*, That the Petition to the Legislative Assembly, adopted at the last Meeting of the Council, be printed, and that copies of the same be sent to the Members of the Legislature.

The Chief Superintendent reported that in compliance with an Address of the House of Assembly to His Honour the Lieutenant-Governor, and the directions of the Honourable the Provincial Secretary, contained in a Letter, dated the 24th of January last, he had made a Return, as required, respecting the High School Entrance Examinations. The Printing Committee of the Legislative Assembly, however, declined to order the printing of the entire Return, having determined to omit that portion of it containing the Regulations of the Council of Public Instruction and the Correspondence in regard to the subject.

The Council, thereupon, adopted a Remonstrance against printing the Return in a mutilated form, and desired the Chairman of the Council to sign the same, as an entire Return on behalf of the Council. The Chief Superintendent was also requested to transmit the Remonstrance of the Council on the subject, and to ask that it be read to the Printing Committee, and, if necessary, to the House of Assembly.

At the request of the Council the Deputy Superintendent of Education stated what were the provisions of the Draft of the amended School Bill, so far as they related to the constitution of the Council of Public Instruction.

March 20th, 1873.—A Letter from the Chief Superintendent of Education to *The Mail* Newspaper in regard to the Council of Public Instruction for Ontario, having been read, the Members of the Council avail themselves of the first opportunity individually to declare that the statement made by the Chief Superintendent of Education, in his Letter, which appeared in *The Mail* of the nineteenth instant, in regard to the discharge of their duties is perfectly correct.

March 31st, 1873.—The Chief Superintendent of Education read the following Letter to him from the Honourable Attorney-General Mowat:—

“Judge Morrison has sent me his resignation of his seat in the Council of Public Instruction. There will, therefore, be three vacancies to fill. I would like to fill two of these by the appointment of Mr. Goldwin Smith and Mr. Deroche, M.P.P. I have

written to Mr. Smith on the subject, but he has hitherto hesitated to accept. I am sure you will agree with me that he would be a valuable acquisition to the Council. As the Masters of the Public Schools are not to have the right of electing a Representative this year, Mr. Deroche may be considered as occupying that position, inasmuch as he has been himself a Teacher, and his sympathies are evidently with the profession to which he until lately belonged.

"I am aware that some months ago you suggested to the then Government the names of the Reverend Frank Marling and the Reverend D. J. Macdonnell, but I think it would be better to appoint laymen, considering that there are already a number of Ministers in the Council.

"I would like to name as the third Member some independent layman known to the public and in whom confidence would be placed, and who at the same time would not be distasteful to yourself.

"TORONTO, April 14th, 1873.

OLIVER MOWAT".

May 20th, 1873.—A Letter from the Assistant Provincial Secretary was read, informing the Council of the appointment of Mr. William McCabe, LL.D., and of Mr. Hammel Madden Deroche, M.A., as Members of the Council of Public Instruction.

The Council adjourned to the Theatre, where the Gold Medal granted by Mr. McCabe was presented to Mr. Davison by the Chief Superintendent of Education, in the presence of the Council, Examiners, the Masters and Students of the Normal School and many of the public.

October 23rd, 1873.—A Letter was received from certain male Students of the Normal School complaining of alleged defects in the teaching and administration of the Principal of the Institution, and in the teaching of the Mathematical Master.

The Letter from the Students was referred to the Chief Superintendent, with the request that he would communicate the same to the Principal and the Mathematical Master for their observation thereon.

October 27th, 1873.—A Letter was received from the Principal of the Normal School reporting on the Communication from the Students, referred to him. Also one from the Mathematical Master, reporting on the same Letter.

Respecting the matters complained of by the Students, and the explanatory Letters of the two Normal School Masters above mentioned, the Chief Superintendent and Messieurs McCabe and Deroche were requested to act as a Committee to investigate the matter, and report to the Council on Friday next, or earlier, if practicable.

October 30th, 1873.—The Committee appointed by the Council on the Memorial of the Students, presented the following Report, which was adopted:—

"The Committee, to whom was referred the Memorial of certain Students of the Normal School, beg to report that they have devoted nearly two days to the investigation of the subject, and conference with the principal parties concerned, and have pleasure in stating that the Students have withdrawn their Memorial, confiding in the Council to do what is for the best interests of the School and of the Students. Your Committee recommended that the Chief Superintendent be requested to address the Students upon the matters in question, and take such further action as he may deem necessary in the premises.

"H. M. DEROCHE, *Chairman.*

"WM. MCCABE.

"EGERTON RYERSON.

"TORONTO, 10th October, 1873.

Committee."

INEQUALITY OF THE SALARIES OF THE OFFICERS OF THE EDUCATION DEPARTMENT COMPARED WITH THOSE OF OTHER DEPARTMENTS OF THE GOVERNMENT, 1873.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT.

I have written an Official Letter to the Honourable Provincial Treasurer, on the inequality and injustice of the Estimates, as they relate to the Officers of this Department, in comparison of Officers of other Departments, and enclose you a Letter from Doctor Hodgins on the subject.

Doctor Hodgins would have set up years ago for himself as a Member of the Bar, and would, probably, at this time, been in the receipt of twice his present income, had I not prevailed upon him to give his life to this work. When Messieurs George Brown and his Edinburgh brother-in-law, Mr. Thomas Nelson, (of whom Mr. James Campbell was then the Toronto Agent), sought to get the monopoly of publishing and printing the Text Books and Maps for Public Schools, Doctor Hodgins aided me with his accustomed ability and faithfulness, to maintain the free system of publishing such Books and having a uniform series. For that he has never been forgiven, any more than myself, by these parties; and that is one chief ground of hostility to him in these quarters.

I will only add, that it troubles me little how I am treated personally; but it does grieve me to the heart that others should be made to suffer in consequence of their labouring with me. You know what Doctor Hodgins has done in consolidating for you the High and Public School Acts. Your own Clerk received \$450 extra for consolidating the Municipal Institutions Acts, besides an increase of \$800 to his Salary, while Doctor Hodgins, of unquestioned legal attainments, as you have had proof, and who has served the public nearly if not as many years as your Clerk has months, is left with an inferior Salary, apart from the fact that no allowance has been made to him for his special services.

TORONTO, 24th February, 1873.

EGERTON RYERSON.

THE ATTORNEY-GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION

I have received your Note as to Salaries, with Doctor Hodgins' Letter on the same subject. I may be able to do something for him in the Supplementary Estimates. In regard to the Officials in the Departments held by Members of the Government, every individual case was considered by the Head of the Department, and the results were modified by the Executive Council. Inequalities were discovered,—reasons appeared for an increase in some cases, which did not apply to others, or were thought not to do so. And the complaint from the Officers left with their old Salaries are as strong as that from the Education Department. This matter of Salaries is of immense difficulty, where every increase has to be justified to others not familiar with the merits of the Clerk, or with his duties. It is one of peculiar difficulty to myself.

TORONTO, February 27th, 1873.

OLIVER MOWAT.

NOTE. Nothing, however, was done by the Government in regard to Doctor Hodgins' Salary.

THE CONDITION OF OUR GRAMMAR OR HIGH SCHOOLS, 1873.

Although the Grammar School Legislation of 1871 was designed to be a means of uplifting the Grammar Schools to a higher plane than they had ever before occupied, by providing for a three-fold grade of these Schools, such as Grammar Schools, High Schools and Collegiate Institutes, yet the want of prestige which, as "District Grammar Schools" they had for so long failed to enjoy, as well as their want of financial support, kept them during the past year in an inferior position, and even rendered them more or less unpopular.

With a view to revive an interest in these important links in our system of Schools, the Chief Superintendent prepared and published the following historical reference to their past condition, as well as an explanation and defence of the steps which he had taken to place them on a proper footing as part of our System of Public Instruction:—

The anomalous and unsatisfactory condition of our High Schools has within the last two or three years called forth a good deal of discussion and unfriendly criticism. Several articles have recently appeared in the Newspapers and School publications on the subject. But as there are several facts connected with the history and proceedings of these Schools, and many features of their present condition that have been imperfectly touched upon, or illustrated, I propose to supply these omissions in as brief a manner as possible.

OUR COMMON INTEREST IN THE PROSPERITY OF HIGH AND PUBLIC SCHOOLS.

We have all a common interest in the prosperity and success of our Educational Institutions,—in our High, as well as in our Public, Schools; and no true friends of these institutions will be disposed to absolve those from blame who have allowed private views, or personal interests, to interpose barriers to the healthy development and free expansions of the High, any more than the Public, School, department of our Educational System.

THE EDUCATIONAL ANACHRONISM OF 1807.

The early promoters of Education in this Province,—although it was with a laudable zeal they acted,—perpetrated a memorable anachronism, the effects of which, on the character and popularity of our Grammar Schools, it has taken years to moderate, and, in part, to remove. Even now we suffer from the untoward bias which that educational mistake gave to our High Schools, as "Class Schools," in after years.

In 1807, or nine years before a single public Elementary School of any kind, (except some small scattered Private Schools), existed in the Country as a feeder to a higher class of Schools, the Legislature was induced to authorize the establishment of "District" Grammar Schools in different parts of the Province. These Schools, under the circumstances of their establishment, necessarily partook somewhat of the character of class Schools, (as we have indicated); and, for that reason, having no hold on public sympathy, or support, they were never popular, except in a few individual cases. They continued to exist without much change, or improvement, in their condition for years; nor were there any efforts made to popularize them until 1853. In that year legislation took place, by which their character was somewhat improved, their condition elevated, and they themselves were incorporated into our Educational System. Owing, however, to their continued unpopularity they were not well sustained, and the County Councils declined, except in a few cases, to grant them any aid. Various plans were adopted by their friends to keep them in funds, but they maintained a bare existence, and struggled on for years in poverty and consequent inefficiency.

One fatal cause, which has operated of late years to paralyze the healthful growth and natural development of the High Schools, has been the anxiety, chiefly on the part of the friends of the weaker ones, to force into them the greatest number of (unqualified) Pupils, so as individually to absorb the largest amount of the Legislative Grant, which was made in accordance with the attendance of pupils.

In carrying out this suicidal policy for increasing the funds of individual Schools, the first step taken was to attack the purely classical character and standard of the High Schools; the next was to assail as a grievance the policy of the exclusion of Girls from these Schools. Both alleged grievances were at length remedied by the Education Department. . . . The final step taken, however, was to object to the supervision of the High School Inspectors over the admission of Pupils to the Schools.

This official supervision was urged to be an unjust interference with the Schools themselves; and it was even held that it cast a slur upon the character and impartiality of the local Examiners! At length even this wholesome restraint was removed by Order-in-Council. No one pretends to say that the character or standard of these Schools has been improved by these successive assaults on the system,—or that the Schools themselves, as “higher” educational institutions, have benefited by these downward changes. . . . Our best High School Masters and Educators unite in deprecating in the strongest terms the destructive character and demoralizing influences of these levelling “ameliorations.”

AMPLE PROVISION IS NOW MADE BY THE LEGISLATURE FOR THE SUPPORT OF HIGH SCHOOLS

Up to 1871, it was urged with some force that, while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necessary means of defraying the expenses of doing so. This was doubtless true in past years, but, in 1871, it left the Boards without a shadow of excuse on this ground. The Statute of that year prescribed certain additional subjects of instruction for the High Schools, (which gave a symmetry and completeness to the Course of Study in them), but it also provided most liberally for enabling the Trustees to support these Schools and pay their Teachers. Not only did it in that very year increase the High School Grant from \$57,000 to \$70,000, but it also required the County and City Councils to provide by local Assessment, and to furnish the Trustees with \$35,000 more,—making a total of \$105,000, or an average of \$1,000 for each High School!

Further, for the first time the Legislature authorized each High School Board to call upon the Council or Councils of the Municipality, or Municipalities, in which the High School was situated, to provide whatever additional sum it might require “for the School accommodation and maintenance” of the High School; and it made it the imperative duty of the Council to provide these sums without question. While, therefore, the Legislature required each High School Board to provide for teaching “all the higher branches of an English and Commercial, [or Classical] Education,” and to employ a Head “Master and Teachers” to do so, it also, (in the School Legislation of 1871), provided the ample means, (as I have shown), of \$105,000, as a preliminary fund, at the rate of about \$30 per Pupil, for the support of the High Schools.

THE TRUE PLACE OF THE HIGH SCHOOLS IN OUR NATIONAL SYSTEM OF EDUCATION.

Again, it has been urged that the Legislature has fixed the educational standard of our High Schools quite too “high,”—that a lower grade, if not a narrower range of subjects, would be quite sufficient for the wants of the Country, etcetera; and that it is unreasonable to require High School Boards to bring these Schools up to the prescribed Legislative standard, as laid down in the Official Programme.

A more unwise and untenable objection could not have been urged. Those who do so look at the question from a purely local and narrow standpoint. They forget that the fundamental principle involved in the adoption by the Country of a complete “national system of education,” stands opposed to such views, and that a “national

system" must of necessity leave no room for Private, or Denominational, efforts to supplement it, but must include within itself a systematic and complete gradation of Schools from the lowest Elementary School up to the University itself, without a missing link, or break in the chain. They either forget, or ignore, the fact that this is the theory,—the very fundamental principle on which our Canadian "national system" of education is based; and that, while the Legislature has strictly defined the limits and functions of each class of its national Schools, it has most liberally provided in an ascending scale of remuneration for the support of each class.

Thus, it provides for the Elementary Public Schools, and declares that they shall be free to every youth in the land. Next it provides specifically for superior grades known as "High Schools," and Collegiate Institutes, which shall form the connecting link between the Elementary Schools and the University, and declares that these Schools shall teach such "higher" subjects, and such "higher" subjects only as it prescribes. Lastly, it sets apart a liberal portion of the public domain for the maintenance of a Provincial College and University, (the functions of which are also defined by Parliament itself).

DIFFERENCE IN THE RATIO OF THE GRANT TO HIGH AND PUBLIC SCHOOLS.

I will now contrast the liberality of the Legislature as shown to the High, and to the Public, Schools. It has been often said that the Legislature is willing to do anything for the Public Schools, but is chary of its favours to the High Schools. This is a popular error. The Legislature has liberally fostered the Public Schools, and the Policy of the Education Department in the administration of the School Law has always been to stimulate local exertion, and to encourage a general interest in these "Colleges of the People." In this matter success has signally crowned its efforts; and the Public Schools of to-day stand well in popular esteem, and our School System, as a whole, maintains a high reputation abroad. But, in the matter of Legislative aid to the Public and to High Schools, the latter have immeasurably the advantage, proving that the favour shown to them, rather than to the Public Schools, has been very marked and decided. Thus, while the Legislative Grant to the Public Schools in 1872 was only forty cents (40 cts.), per Pupil, it was within a fraction of twenty dollars, (\$20), per Pupil to the High Schools! Even with the addition to the Legislative Grant of the prescribed Municipal Assessment, the Public Schools only received at the rate of eighty cents (80 cts.), per Pupil, while the High Schools generally received within a trifle of thirty dollars, (\$30), and several of them more; for, as each High School is entitled by Law to a minimum Grant at the rate of at least \$400 per annum, no matter how small its average attendance may be, it has followed that some Schools have received, (including the County Assessment), an aggregate sum of from \$35 to even \$45 per Pupil in average attendance! We leave it to the judgment of any candid man, whether, under these circumstances, it is reasonable, just or fair, to allow High Schools to do Public School work, and yet receive between thirty or forty times as much as the Public Schools receive for doing that work.

INEXPEDIENCY OF ALLOWING HIGH SCHOOLS TO ADMIT THEIR OWN PUPILS.

We have just shown that for each Pupil attending the Public Schools, the Trustees of these Schools are only allowed eighty cents, yet when the same Pupil is admitted to a High School the Board of such School is entitled, according to the average attendance of that Pupil, to an aggregate sum, including the County Assessment, varying from \$30 up to \$45 per Pupil, although that Pupil may be only in classes identical with those in the Public School which he had left! With such strong financial motives to withdraw Pupils from the Public Schools and to force them into the High Schools, great efforts are, of course, made to admit as many as possible to these High Schools. Quite a number of the best Schools, even in the face of this strong temptation to be lax in their standards of admission, have faithfully and conscientiously adhered to the

requirements of the Programme and Regulations in the admission of their Pupils. But others have not; and great injustice has, therefore, been done to that very class of superior Schools which it is the wise policy of the Country to foster and support. From a recent Return on this subject, which has been ordered by, (and which has been laid before), the House of Assembly, it will be seen that, even in the standards of admission adopted in the various High Schools, the greatest diversity has existed. For instance, (1), in some Schools the Pupils for admission were only examined in certain of the prescribed subjects; (2) the character, extent and value of the questions shewed great inequality; (3) in some the questions were written, or printed, and in some they were *viva voce*; and (4), the percentage of the value of the answers assigned to the questions ranged from 33 to 80 per cent. The enormous number of 2,000 Pupils passed into the High Schools as the result of these varied Examinations!

After mentioning a number of instances in which High Schools have admitted Pupils after little, or no, examination, Mr. J. A. McLellan, the High School Inspector, remarks:

"The above facts will enable us to form an opinion of the disastrous effects upon the High Schools, which have been the too certain results of the removal of all checks by the Government upon the admission of Pupils. When it is considered that through the laxity of this system of admitting Pupils to the Grammar Schools a very large number of totally unqualified Pupils were found in the High Schools, even after the new Law had been in operation for a year; it can be readily inferred that many of the Schools have been so far degraded that it is simply a perversion of language to call them High Schools; and that unless the serious evil be promptly and effectually remedied, we shall soon have a High School system only in name. Some of the School Authorities,—the Masters particularly,—have acted nobly. They have refused to take advantage of the powers unhappily placed in their hands, and preferring a high standing for their Schools to any merely pecuniary advantages, have exacted a high standard of Candidates for entrance. But the general tendency is towards degradation. Some of the best Masters have informed me that they had resisted, with great difficulty, the pressure brought to bear upon them, to admit unqualified Pupils in order to increase the numbers, and, as a consequence, the allowance from the Public Funds.

"If I might venture to offer any suggestions for the improvement of the High Schools, I should say:—(1) Let there be a uniform examination for entrance conducted by an independent Examiner, (or Examiners). (2) Let there be two Masters for even the smallest School, and the Masters to be further increased, when Pupils reach a certain number. (3) Something more is required than a University Degree to qualify Head Masters. Let every High School Master be required to, in addition to his Degree, hold a First Class Provincial Certificate, or to teach a year, as Assistant Master, before he becomes qualified for a High School Mastership."

THE CHIEF SUPERINTENDENT OF EDUCATION ON PREPARATORY CLASSES IN HIGH SCHOOLS.

The Ottawa Public School Board sent to the Lieutenant-Governor a strong protest against the establishment of a Preparatory School in High Schools, or Collegiate Institutes. Such Classes are clearly unauthorized under the High School Act.

It is a principle of Law that no corporation can exceed the powers conferred upon it by the Legislature, or other competent authority. Now the Act under which the High School Board is constituted makes it the duty of that Board "to make provision for giving to both male and female Pupils . . . instruction in all the higher branches of a practical English and Commercial Education . . . according to a Programme, Rules and Regulations, prescribed by the Council of Public Instruction," etcetera.

The Education Department has invariably resisted the establishment of Preparatory Classes in High Schools; and, under no circumstances, has it consented to allow any of the time of the Masters, or Teachers, of a High School to be taken from their regular Classes, and given to the teaching of an unauthorized, private, or preparatory, Class in the School.

The Legislature has made ample provision for the establishment and maintenance of Elementary Classes in the Public Schools, but it has restricted the High Schools to the teaching of the "higher" branches of an English and Commercial Education.

SUGGESTIONS FOR THE IMPROVEMENT OF THE HIGH SCHOOLS.

The Chief Superintendent in his last Annual Report recommends:—

1. That the standard of admission to the High Schools and Collegiate Institutes be uniform throughout the Province.
2. That no Pupils be admitted to the High Schools except on satisfactorily passing a written examination, and obtaining a minimum of fifty per cent. of the value of the Papers.
3. That suitable Accommodation be provided, in all cases, for the High Schools.
4. That the Programme of Studies and Limit Table be strictly adhered to, except by permission obtained upon the report and recommendation of the Inspector.
5. That at least two competent Masters be employed in every High School.
6. That before the principle of "payment by results" be applied to High Schools, their status and classification, be ascertained by a written examination of the Pupils in one or more Classes of the School.
7. That, in all cases, the Council of Public Instruction shall have the right, through its Inspectors, to determine whether the Answers given in a written examination come up, or not, to the minimum standard.
8. That the High School Inspector enquire into the condition and efficiency, of the Public and Separate Schools, which are entitled to prepare and send Pupils to the High Schools, or Collegiate Institutes.
9. That Masters of High Schools, before appointment, be required to furnish some evidence of a knowledge of the Art of Teaching.

PAYMENT BY RESULTS TO BE EQUITABLY DISTRIBUTED.

The system of "payment by results,"—the principle of which is the only just and equitable mode of distributing the High School Grant,—has been maintained by the Department for years. It was under consideration in 1865; and the principle would have been incorporated in the Grammar School Act of 1865, had it not been thought that the important reform effected by the Bill of that year in the mode of paying the Grant to High Schools, was about as far as it was prudent to go at that time. I was deputed by the Chief Superintendent to take charge of the Bill at Quebec in that year, and I took pains to prepare a scheme on which to base a system of "payment by results" from the English Education Reports and other information. But the Chief Superintendent thought it, on the whole, advisable to defer its adoption for the reasons which I have given. The matter was not lost sight of, however, and in that same year, (1865), the Reverend Mr., (now Bishop) Fraser, who was in Canada at that time, as an English Education Commissioner, was consulted on the subject, also the Reverend Professor Young, then Inspector of

High Schools. In 1871, the principle was adopted and embodied in the Act of that year. It involves payments to High Schools according,—

1. To the average attendance of Pupils;
2. Their proficiency in the various branches of Study;
3. The length of time each High School is kept open, as compared with other High Schools.

REORGANIZATION OF THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES, 1873.

CIRCULAR TO HIGH SCHOOL BOARDS THROUGHOUT THE PROVINCE.

I have the honour to transmit herewith the Programme of Studies, General Rules and Regulations for the government of High Schools and Collegiate Institutes, which have been prescribed by the Council of Public Instruction, and approved by His Excellency the Lieutenant-Governor-in-Council.

This is now the third year since the Programme itself and some of the Regulations have been published. I have preferred leaving that Programme, during a portion of that time, optional with the Boards of Trustees. This was the more necessary as the Programme itself could not go into effect until the Regulations for the Admission of Pupils to the High Schools had been decided upon. The General Regulations affecting High Schools having now been approved by the Government, there should be no delay in carrying them into effect, thus giving the High Schools and Collegiate Institutes that definite status which the Legislature designed they should have in our System of Public Instruction.

The High School Act has confined the functions of the High Schools, as relates to English education, to the teaching of “all of the higher branches of a good English and Commercial Education.”

The Legislature has already made ample provision for the teaching in our Public Schools of all the elementary branches of education. To teach them, therefore, (as is done in some High Schools), is a violation of Law, and an interference with the legitimate province of the Public Schools. The Legislature has wisely restricted the teaching in the High Schools to the “higher branches of a good English and Commercial Education.”

I trust, therefore, that each High School Board will see that, in the instruction given in their School, none but the subjects prescribed in the Programme shall be taught, and that no effort will be made, or suffered, either to evade the wise provisions of the Law, or to lower the reasonable standard of High School instruction which the Legislature itself has set up.

There is another aspect of this question which I desire to call the attention of High School Boards. Up to 1871, it was urged that, while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necessary means to enable them to do so. . . . However, in 1871, the Boards of Trustees were left without any excuse on that ground. In that year, while the Legislature prescribed one, or two, additional subjects of instruction in the High Schools, (which gave a symmetry and completeness to the Course of Study in them), it also provided most liberally for enabling Trustees to support their Schools and pay their Teachers. Not only did it in that year increase the High School Grant from \$57,000 to \$70,000, but it also required the County and City Councils to provide by Assessment, (for the first time), and to furnish the Trustees with \$35,000 more,—making a total High School Grant from that time of \$105,000 per annum,—or, an average, \$1,000 for each High School and Collegiate Institute,—besides \$750 additional for each of the Collegiate Institutes.

Farther, for the first time, the Legislature authorized each High School Board to call upon the Council, or Councils, concerned, to provide by Assessment whatever additional sums it might require "for the School Accommodation and maintenance" of the High School; and it made it an imperative duty of these Councils to provide these sums. I have already shown that the Legislature has provided a preliminary High School Fund of \$105,000, to be divided among about 105 High Schools and Collegiate Institutes, independently of the \$750 additional paid to each of the latter Institutions. This sum allows of an apportionment of from \$25 to \$30 per Pupil in average attendance at each High School and Collegiate Institute.

To the Public Schools the Grant, including the County Assessment, will not this year exceed one dollar per Pupil in average attendance at each Public School. Whether it is, therefore, reasonable or just to allow High Schools to do Public School work, and yet receive between twenty-five and thirty times as much as the Public Schools for doing it!

. . . Every true friend of High School education is concerned to see that no abuse shall be practised upon the High School Fund, and that it shall be faithfully employed in the legitimate work prescribed to High Schools by Law.

It will be seen, by the authorized Regulations, as well as by the provisions of the School Law, that the local Boards of Examiners must see that the uniform standard for the Admission of Pupils to the High Schools must be observed; and that the Inspectors are to see that these Regulations are duly observed.

No branch of our System of Public Instruction has thus far been comparatively so defective and inefficient as that of the High Schools,—the intermediate branch between the Public Schools and the University, and between the Public Schools and the Manufacturing and Commercial employments of life. I trust the exertions of your Board will tend to promote this important branch of the proper education of a people, and to make the High Schools as honourable to the Country, and as much and as generally prized as are the Public Schools.

TORONTO, 2nd July, 1873.

EGERTON RYERSON.

CIRCULAR TO THE INSPECTORS OF HIGH SCHOOLS.

The inspection of High Schools and Collegiate Institutes having now become a settled organized system. . . . The Council has found that a few additional Regulations which have been rendered necessary in consequence of the additional duty which devolves on the High School Inspectors, provision having been made by the Legislature for increasing their number for the purpose of visiting and reporting upon the Public and Separate Schools in those places where High Schools are situated. These Regulations . . . have received the sanction of His Excellency the Lieutenant-Governor-in-Council.

In order to give a definiteness and uniformity to the inspection and examination of each High, as well as Public, and Separate, School which you may visit, I have prepared certain forms of report which will be found useful and suggestive in carrying on the inspection of these various Schools. These reports, as before, will be confidential, and I trust they will be fully and carefully filled up, and that the report of the inspection of each School will be transmitted to this Department without delay, as you proceed from County to County, or from School to School. When the report of the inspection of each School is transmitted separately, as requested, I shall be able to examine it carefully, and learn what is being done in the Schools, as well as in the inspection of them.

I hope that the efficiency of the High Schools and Collegiate Institutes will be greatly advanced by the revised Programmes and Regulations, as well as by the improved system of inspection.

TORONTO, 2nd July, 1873.

EGERTON RYERSON.

DUTIES OF HIGH SCHOOL INSPECTORS.

NOTE.—No High School Inspector shall, during his incumbency, hold any office, or perform any other duties than those assigned to, or prescribed for him, without the permission of the Council of Public Instruction.

Visitation of Schools.—Each Inspector shall visit every High School and Collegiate Institute in the section of the Province which may be assigned to him from time to time by the Chief Superintendent of Education at least once during each half-year. He shall also visit the Separate Schools, and shall also visit the principal Public Schools in Cities, Towns and Villages, to see how far the official Programme and Regulations are carried out in these Schools. He shall devote a day or more, to the examination of the Classes and Pupils in each School, and shall record the result of such examination in a Book to be kept for that purpose. He shall also make enquiry and examination into all matters affecting the condition and operations of the School, the results of which he shall record in a Book, and transmit a copy thereof, to the Education Department; (but he shall not give any previous notice to the Master, or Trustees, of his visit). He shall also prepare and transmit to the Chief Superintendent such confidential, or other, Reports as the Chief Superintendent may require, in such form and manner as the Chief Superintendent may direct. The subjects of examination and inquiry at each School visited shall be as follows:—

(a) *Mechanical Arrangements.*—The tenure of the Property; the materials, dimensions and plan of the Building; its condition; when erected; with what funds built; how lighted, warmed and ventilated; if any Class Rooms are provided for the separate instruction of part of the children; if there is a Lobby, or Closet, for Hats, Cloaks, Bonnets, Book Presses, etcetera; how the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Play Ground is provided; what Gymnastic Apparatus, (if any); whether there be a Well, and proper Conveniences for private purposes; and if the Premises are fenced, or open on the Street, or Road; if Shade Trees and any Shrubs or Flowers are planted.

NOTE. In his enquiries into these matters, the Inspector is especially directed to see whether the School Law and Regulations have been complied with in regard to the following matters; (should he discover remissness in any of them, he should at once call the attention of the Trustees to it, before reporting the facts to the Chief Superintendent, with a view to its remedy before his next half-yearly visit).

1. *Size of the Site.*—As to the size of the School Site, as prescribed by the Regulations.

2. *School Accommodation.*—Whether the Trustees have provided "Adequate Accommodation for all children attending the School," as required by the Regulations.

3. *Space for Air.*—Whether the required space of nine square feet for each Pupil and the average space for one hundred cubic feet of air for each Pupil have been allowed in the construction of the School House and its Class Rooms. (See regulations.)*

4. (a) *Well; Proper Conveniences.*—Whether a Well or other means of procuring Water is provided; also, whether there are proper Conveniences for private purposes of both sexes on the Premises; and whether the Regulations in regard to them con-

*Ventilation becomes easy as soon as it is known that it is embraced in these two essential operations, videlicet: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the foul air will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without. Temperature.—In Winter the temperature during the first School hour in the forenoon, or afternoon, should not exceed 70°, nor 66° during the rest of the day.

tained in Regulation Six of the "Duties of Masters," and Regulation Nine of the "Duties of Trustees," are observed.

(b) *Means of Instruction*.—He shall see whether the authorized Text Books are used in the several Classes, under the heads of Reading, Arithmetic, Geography, etcetera; whether sufficient and suitable Apparatus is provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, etcetera.

(c) *Organization*.—Arrangements of Classes; whether each child is taught by the same Teacher; if the Assistant, or Assistants, required by Law, are employed; to what extent; how remunerated, and how qualified.

(d) *Discipline*.—Methods of instruction and attainments of the Pupils in the various subjects of the Programme.

(e) *Miscellaneous*.—(1) How many Pupils have been admitted to the High School during the year. (2) Whether a Visitor's Book and Register are kept, as required by Law. (3) Whether the *Journal of Education* is regularly received by the Trustees. (4) Whether the Pupils have been examined before being admitted to the School, and arranged in Classes, as prescribed by the Regulations; and whether the required Public Examinations have been held. (5) What Prizes or other means are offered to excite Pupils to competition and study; and whether the Merit System of Cards issued by the Department is employed. (6) *Library*.—Is a Library maintained in the School; number of Volumes taken out during the year; are Books covered and labelled as required; are Books kept in Library Case; is Catalogue kept for reference by applicants; are fines duly collected, and Books kept in good order; are Library Regulations observed. (7) How far the Course of Studies and method of discipline prescribed according to Law have been introduced, and are pursued in the School; and such other information in regard to the condition of the Schools as may be useful in promoting the interests of High Schools generally.

5. *Authority of an Inspector in a School*.—The authority of an Inspector in a School, while visiting it, is supreme; the Masters, Teachers and Pupils, are subject to his direction; and he shall examine the Classes and Pupils, and direct the Masters or Teachers to examine them, or to proceed with the usual exercises of the School, as he may think proper, in order that he may judge of the mode of teaching, management and discipline in the School, as well as of the progress and attainments of the Pupils.

6. *Procedure in the Visitation of Schools*.—On entering a School, with a view to its inspection, and having courteously introduced himself to the Masters, (if a stranger), or, if otherwise, having suitably addressed them, the Inspector shall,—

(a) Note in the Inspector's Book, the time of his entrance, and on leaving, the time of departure from the School.

(b) See whether the business going on corresponds with that assigned to that particular hour on the Time Table of the School, and, generally, whether the arrangements which it indicates agree with the prescribed Programme of Studies, and are really carried out in practice. If not, he should at once privately notify the Head Master, or Teacher, of the omission, and the penalty for neglect to observe the Regulations.

(c) Examine the Registers and other School records, and take notes of the attendance of Pupils, number of Classes in the Schools at the time of his visit, etcetera.

(d) Observe the mode of teaching, the management of the School, and generally its tone and spirit; also whether the bearing, manner, and language of the Teacher, his command over the Pupils, and their deportment at the time of his visit are satisfactory.

7. *Intercourse with Teachers and Pupils.—Inspection.*—In his intercourse with Masters and Teachers, and during his visit to their Schools, the Inspector should treat them with kindness and respect, counselling them privately on whatever he may deem defective, or faulty, in their manner and teaching.

8. *Check against Incorrect Returns.*—The Half-yearly Return of the Pupils' names, and number of days on which they attended during each month, will be a check against false, or exaggerated, Returns; as the Inspector can, in his visit to any School, examine the School Register and make any further enquiries he may deem necessary. He should also, at his visits to the School, take notes in his Book of the School attendance, etcetera. Schools using unauthorized Text Books are not entitled to be paid any part of the School Fund; and the Council has given notice that it "disapproves of the use, in any High, or Public, School, of any Text Book which is not included in the list of Text Books authorized by it, as provided by Law."

HIGH SCHOOL ACCOMMODATIONS.

The High School, or Collegiate Institute, should have:—

1. A Site of an Acre in extent, but not less than half an Acre. -
2. A School House, (with separate Rooms, where the number of Pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet of the floor for each child in attendance, so as to allow an area in each Room for at least one hundred cubic feet of air for each child. It shall also be sufficiently warmed and ventilated, and the Premises properly drained.
3. A sufficient Fence, or Paling, round the School Premises.
4. A Play Ground, or other satisfactory provision for physical exercise, within the Fences, and off the road.
5. A Well, or other means of procuring Water for the School.
6. Proper and separate Offices for both sexes, at some little distance from the School House, and suitably enclosed.
7. Suitable School Furniture and Apparatus, videlicet:—Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.

RELIGIOUS AND MORAL INSTRUCTION IN THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. As Christianity is the basis of our whole System of Elementary Education, that principle should pervade it throughout.
2. The High School, or Collegiate Institute, being a day and not a boarding School, rules arising from domestic relations and duties are not required, and as the Pupils are under the care of their Parents and Guardians on Sundays, no Regulations are called for in respect to their attendance at Public Worship.

OPENING AND CLOSING EXERCISES OF EACH DAY.

With a view to secure the Divine Blessing, and to impress upon the Pupils the importance of Religious Duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the Daily Exercises of each High School and Collegiate Institute be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed, may be used, or any other Prayer preferred by the Trustees and Head Master of each School. But the Lord's Prayer shall form part of the Opening Exercise, and the Ten Commandments be taught to all the Pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his or her Parent or Guardian expressed in writing to the Head Master of the School.

A WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH PERSUASION.

In order to define more clearly the rights and duties of Trustees and other parties in regard to Religious Instruction in connection with the High Schools and Collegiate Institutes, it is decided by the Council of Public Instruction that the Clergy of any Persuasion, or their authorized Representatives, shall have the right to give Religious Instruction to the Pupils of their own Church, in each School House, at least once a week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week the School House shall be at the disposal of the Clergyman of each Persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any Denomination to agree upon any hour of the day at which a Clergyman, or his authorized Representative, may give Religious Instruction to the Pupils of his own Church, provided it be not during the regular hours of the School.

POWERS AND DUTIES OF HEAD MASTERS AND TEACHERS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Authority as a Public Officer.—The Head Master of every High School, or Collegiate Institute, is a Public Officer, and, as such, shall have power, and it shall be his duty to observe and enforce the following Rules:—

1. *See that the Rules are observed.*—He shall see that these General Rules and Regulations, and any special Rules, (not inconsistent with them), which may be approved by the Trustees for their respective Schools, are duly and faithfully carried out subject to appeal, in case of dissatisfaction, to the Inspector.

2. *Prescribe Duties of Teachers.*—He shall prescribe, (with the assent of the Trustees), the duties of the several Teachers in his School, but he shall not be responsible for the control and management of the Classes under their charge.

3. *Power to Suspend Pupils.*—He shall suspend, (subject to appeal, by the Parent, or Guardian, to the Trustees), any Pupil for any reason which may appear to him to be just, also general bad conduct, to the injury of the School, cutting, marring, destroying, defacing, or injuring any of the High School property, such as Buildings, Furniture, Fences, Trees, Shrubbery, Seats, etcetera; provided that any Master suspending a Pupil for any of the causes above named, shall, immediately after such suspension, give notice thereof in writing, to the Parent, or Guardian of such Pupil, and to the Trustees, in which notice shall be stated the reason for such suspension; but no Pupil shall be expelled without the authority of the Trustees.

4. *Expulsion of Pupils.*—When the example of any Pupil is very hurtful to the School, it shall be the duty of the Head Master, with the approbation of the Trustees, to expel such Pupil from the School. But if he shall express to the Master his regret for such a course of conduct openly and explicitly shall, with the approbation of the Trustees and Master, be re-admitted to the School.

5. *Care of School Property.*—He shall exercise the strictest vigilance over the High School property under his charge, the Buildings, Outhouses, Fences, etcetera, Furniture, Apparatus, and Books, belonging to the School.

6. *Regulations in regard to School Premises, etcetera.*—It shall be the duty of the Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the School House; he shall also prescribe such Rules for the use of the Yard and Outbuildings connected with the School House, as will insure their being

kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the Premises.

7. *School open for Pupils.*—The School House shall be ready for Pupils at least fifteen minutes before the time prescribed for opening the School.

8. *Fires and Sweeping.*—He shall employ, at a compensation to be fixed by the Trustees, a suitable person to make fires, to sweep the rooms and halls daily, and dust the windows, walls, seats and desks, and other furniture in the same.

9. *Out Premises.*—He shall see that the yards, sheds, privies, and other out-buildings are kept in order, and that the School House and Premises are locked at all proper times; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

10. *Librarian.*—He shall, with the consent of the Trustees, appoint the Librarian of the School, who shall take charge of the Books and keep a register of the same.

11. *The Library.*—He shall see that the Librarian keep the Library open for the distribution (and return) of Books to their scholars, and Ratepayers of the High School District, on Friday afternoon of each week.

12. *Reports.*—He shall make the necessary Term, Special, or Annual, Reports to the Trustees, or to Chief Superintendent of Education, at such times and in such manner as may be required.

13. *General Register.*—He shall keep the General and other Registers of the School (to be furnished by the Trustees), in which shall be entered, in each Term, the date of the admission of each Pupil, his, or her, name and age, from whence received; the Parent's or Guardian's name and residence; the names of each of the Classes in the School, together with the names of the Pupils in each such Classes; the promotion of Pupils from one Class to another, record of attendance of the Pupil, date of his leaving the School, and destination, both as to place and occupation; and such other information as shall at all times give a correct idea of the condition of the School.

14. *Religious Exercises.—Ten Commandments.*—He shall see that the Regulations in regard to Opening and Closing Exercises of the Day, (Chapter III), are observed, and that the Ten Commandments are duly taught to all the Pupils and repeated by them once a week.

IMPROVED PUBLIC SCHOOL HOUSE ACCOMMODATION, 1873.

NOTE. Although the School Law of former years provided for School Room Accommodation in each School House, yet, as a matter of fact, Trustees were content to build School Houses of such a capacity, as only to contain a single school room of the ordinary size, without special reference to provision for light, air and ventilation. The School Law of 1871 prescribed that School Trustees "Shall provide 'Adequate Accommodation' for all the children of school age (*i.e.*, between the ages of five and twenty-one years,) resident in their School Division (*i.e.*, City, Town, Village or Section), and that no School Section shall be formed which shall contain less than fifty children between the ages of five and [twenty-one] years, unless the area of such Section shall contain more than four square miles."

Although the Law and Regulations are very explicit on the subject of adequate School accommodation, yet in many School Sections the School House has been allowed to remain incomplete for fifteen, or twenty, years and longer, often on a bare, open space, or on the Road-side unenclosed, without a Tree, or Shrub, near

by to shade it, or any provision being made by the Trustees for the convenience or health of the Pupils, or even for their observance of the decencies of life. The Legislature has wisely decided that this state of things shall not continue, but that a remedy shall be applied, where necessary. Inspectors will now not fail to urge upon Trustees the necessity of complying with the provisions of the new Law and Regulations on this subject.

In order to aid Trustees in carrying out the Regulations and Instructions in regard to this matter, the following information on the subject has been prepared:

ENGLISH HINTS ON PLANNING A SCHOOL HOUSE.

Before a School Room is planned,—and the observation applies equally to alterations in an existing School Room,—the number of children who are likely to occupy it; the number of classes into which they ought to be grouped; whether the School should be “mixed,” of the Boys and Girls taught in different Rooms; are points that require to be carefully considered and determined, in order that the arrangements of the School may be designed accordingly.

Every class, when in operation, requires a separate Teacher, be it only a Monitor acting for the Teacher.

The Common School Room should be planned and fitted to realize as nearly as possible the combined advantages of isolation and of superintendence. The best shape is an oblong. Groups of Benches and Desks should be arranged along one of the walls. Each group should be divided from the adjacent group, or groups, by an alley in which a light curtain can be drawn forward or back. Each Class, when seated in a group of Desks, can thus be isolated on its sides from the rest of the School, its Teachers standing in front of it, where the vacant floor allows him to place his Easel for the suspension of diagrams and the use of the black-board, or to draw out the children occasionally from their desks and to instruct them standing, for the sake of relief by change of position.

The Class Rooms should never be passage-rooms from one part of the Building to another, nor from the School Rooms to the Play-ground, or Yard.

The Class Rooms should be on the same level as the School Room.

The Class Rooms should be fitted up with a Gallery placed at right angles with the Window.

Framed wood partitions are not allowed between School Rooms and Class Rooms. They must be separated by lath and plaster partition or a wall to keep out the sound from the adjoining room.

The Doors and Passages from the School Room to the outside Privies must be separate for the two sexes. So must also be the Privies themselves.

PLAN FOR REMODELLING THE OLD-STYLE SCHOOL HOUSES.

The following description of changes to be made according to an accompanying plan is from Mr. Richard A. Waite, Architect, of Buffalo:—

Remove the partition walls of Recitation Rooms, and part of the rear wall of building, in first, second, and third storeys, making the rear of building the front of School Room.

On first floor, retain the present Hat and Cloak Rooms, but instead of entering from it into School Room, enter from the Hat and Cloak Rooms.

On second floor, the Recitation Room in front of the building to be converted into Hat and Cloak Room. Continue the stairs from second to third floor, making two exits from each floor, instead of, as at present, three exits from first floor and only one from third floor.

On a line with the columns in centre of present School Room, form a partition ceiling up to the heights of the back of Seats, and hanging sliding Black-boards, with sash above same. On a line with present rear wall of School Room, form a partition of sliding sash doors; half-way between same and front wall of School Room form same, dividing each floor into five grade-rooms, one 13 feet by 45 feet 6 inches, and four 20 feet by 24 feet. By sliding the Black-boards up, and sliding the partition sash doors to side walls, the five rooms are converted into one large one.

EVILS OF OVERCROWDED SCHOOLS.

One of the evils in our Educational System is the overcrowding of Schools. Seventy, or eighty, children are frequently put into a Room which could accommodate only half the number comfortably, and here they are confined six hours each day for the entire Term. The considerations which should induce a different arrangement are many and practical. Let us look at some of them.

1. *Health*.—Many, nay most, of the primal laws of Physiology are daily violated; fresh Air cannot be supplied in sufficient quantities for so many beings; the limbs of the Scholars are cramped into unnatural positions, and the amount of animal heat evolved is both uncomfortable and unhealthy. It is true some rugged constitutions may pass through with little injury, but think of the frail ones! In many instances the seeds of disease are sown in School, and a life of suffering is the consequence.

2. *Cleanliness*.—The Mother's parting injunction in the morning usually is, "Now, keep your clothes clean." In a closely-crowded School House,—not too clean in itself,—it is difficult to do so.

HYGIENE IN SCHOOL AND SCHOOL HABITS.

The Visitor to an average Primary School can hardly fail to notice the violation of certain very plain rules of health, by both Teacher and Pupils. The air,—especially near the close of the day, when it sometimes becomes almost pestilential,—indicates a sad lack of Ventilation and much uncleanness of person and clothing. The dietetic habits of the children will inevitably attract attention. They eat before School, at recess, after School, sometimes during School hours,—eat pies, doughnuts, fried meat, and other heavy, indigestible food, sure to ruin the health early, or late.

EFFECTS OF VITIATED AIR IN SCHOOL HOUSES.

Sad revelations have been made in New York City in regard to the vitiated atmosphere of a large proportion of the Public Schools. What is true there is true elsewhere and in Canada. The results of Official inspection seem amply to justify this alarm. In several School Rooms the Air has yielded to analysis nine times the allowable amount of carbonic acid, to which must be added the accompanying and deadly organic impurities which cannot so easily be measured. The lack of any efficient means of Ventilation, and the overcrowding of the Rooms, have occasioned this impure air.

This should be a timely reminder to us to look to the ventilation of our School Houses. There are too many of them disease-traps, into which we force our children. In very many of our School Rooms no pretence is made of any ventilating Apparatus except the Windows, which are worse than useless. But even when, with the best intentions, ventilating flues are provided, these are generally utterly inefficient. This has been often proved; and re-affirmed, after careful trials, in the late New York official Reports. In connection with every flue there must be artificial appliances for compelling the air to rise. Only two kinds of appliances are known:—Revolving turrets or similar mechanical contrivances at the top of the flue; or some slight heating arrangement at its bottom, to warm and rarefy the air. A very simple and absolutely successful plan

is to conduct a small pipe through the main ventilating flue, which shall act as a draught-pipe, to a small stove in the basement, as only the slightest increase of temperature is needed to start the current. Let our School Trustees look to this matter; now that they force children into our Schools, we are doubly responsible for the air we furnish them.

CAN THE REGULATIONS IN REGARD TO SCHOOL ACCOMMODATION BE ENFORCED?

The question of the authority of the Chief Superintendent to enforce the Regulation in regard to "School House Accommodation," having been asked by a School Inspector, the Chief Superintendent submitted the matter to the Attorney-General. His reply was as follows:

"It is not in regard to the style of the School Houses, whether they be Log, Frame, Brick, or Stone . . . but it is where the assessed property and circumstances of the people in a School Section show that they are able to comply with the requirements of the School Act and that the Trustees refuse to do so, that you can enforce it, for the protection and benefit of the children who are entitled to attend the School, so that they shall not be excluded from it for want of room, or be packed in it like cattle in a Railroad Car, or be deprived of the requisite Seats to sit on, or the requisite Desks on which to write, or shiver with the cold, or be rained or snowed upon for want of proper covering and enclosure in the School House. Adequate accommodations of a School House, therefore, include, of course, the Furniture proper for children to have, and Room for study and recitation, as well as protection from Cold, Snow, and Rain, that they may learn,—as adequate accommodations of a dwelling house include the Room and Furniture needful for the comfort of a family."

The patriotic intentions of the Legislature, whose Act is an embodiment of the will of the Canadian people, must not, therefore, be contravened by the misguided selfishness of the few, or many, persons in any neighbourhood.

The people at large, through their Representatives in the Legislature, have declared a Free School for every child in the land, and that every child shall enjoy that right; and no individual, or neighbourhood, shall be allowed to counteract the will of the Province in a matter of declared national interest and importance.

It will thus be seen, by the opinion of the Honourable the Attorney-General, that it is my duty to enforce the School Act of 1871 in regard to School Accommodation, and that in doing so I am to take into consideration the dimensions of the School Houses for a given number of children in each case.

It is my opinion that the dimensions of School Houses for a given number of children, as recommended by the Council of Public Instruction, being much less than the dimensions required by law in England, Nova Scotia, and the State of New York, are the least that should be required in this Province; and I, therefore, desire that you, as Inspector, will so decide, and report accordingly.

TORONTO, 24th October, 1872.

EGERTON RYERSON.

THE DESIRABILITY AND PRACTICAL IMPORTANCE OF SCHOOL ROOM DECORATION.

There are two questions connected with the subject of popular education, which many thoughtful persons, in various countries, feel have not been satisfactorily solved, as the result of intellectual training and the acquisition of the varied knowledge imparted in the Schools. These two subjects have to do with daily life

of the young in the practice of politeness and courtesy, and with the cultivation by them of refinement and taste. These defects, as the apparent results of the School life of the present day, are held by leading Educationists to be largely due, not more to want of home discipline and training than to the uninteresting surroundings of the School House and the baldness of the unceasing, yet necessary, routine of the School Room. Hitherto, as a rule, there has been no counteracting social or athletic element introduced into the Schools (except in one or two cities and towns,) which would take the mind of the child off the monotony of the School Room and its daily mental strain and toil. Hence, in the more advanced educating Countries, especially in the New England and North Eastern and North Western States, nearby, the subject has been pressed upon the attention of the more prominent Educationists, who have sought to find a pleasant and yet practical, solution of the difficulty. They wisely considered the fact that while up to a certain age children were generally indifferent to or insensible of the surroundings of their School life, yet after that period of indifference had passed, an instinctive desire for variety, or a change in their surroundings would come naturally to them. To meet this new feeling, it was held that something attractive should be presented to the eye in the School Room, that would awaken curiosity and, after a while, stimulate a desire to know all about the pleasant object on which the eye rested day after day. Thus the decoration of School Rooms originated, and it was soon felt to be a most desirable and practical way of giving an additional interest to the School and to School life.

If in merely Elementary Schools an attractive picture, or two, was hung upon the walls; and in the higher School a piece of Statuary, or something of the antique, was added, so that when once curiosity was awakened, a desire to know something of the antique would also be felt.

Rarely, if ever, is there anything attractive hung on the walls of our rural School Rooms which would create an active desire for the beautiful, or artistic, or which would produce a refining and elevating influence upon the minds of the young who resort thither.

Great improvement is, no doubt, discernible of late years in the character and surroundings of the rural School Houses, and, in many cases, in their well-kept grounds. But, as a general rule, beyond the ordinary appliances for teaching, the School-room walls, in most cases, are bare of everything that would excite any special interest in the young, or call forth either patriotic feeling, or enthusiasm in our national affairs, or even in our local Canadian History. During a recent visit to New England, I was greatly impressed, as well as interested, in finding that this state of affairs was not permitted to exist among our neighbours. There, every effort, of late years, has been made to interest children,—through their senses,—in regard to the more notable events, illustrative of the early history of the United States. Arrangements have been made largely in Boston, but also in New York, and elsewhere, for the production of striking lithographs, engraved prints and large photographs, designed to emphasize momentous and memorable events in the National History of the American people on the minds of the larger Scholars, especially in regard to their Military History and the Revolutionary War, and also in regard to the War of 1812.

It had occurred to me that, with the aid of our now numerous local Historical Societies, the subject of School Room Decoration, with national and Patriotic Pictures, might be most effectively brought before the people of Canada, so that we, too, might have our School-Rooms decorated with patriotic pictures, illustrative

of our National and Provincial histories, but, as a rule, while appreciating the movement no special effort has been made by any of these Societies to give shape and life to the movement itself. I, therefore, desire to enlist the co-operation of the Historical Societies, and especially the practical and hearty sympathy of, and the endorsement of the subject of School-Room Decoration by the Woman's Council of the Dominion, in the hope that the result will be in the highest degree satisfactory and helpful to the cause.

As to the nature of the decoration of ordinary School-Rooms, we might, for instance, instead of the portrait of General George Washington, (as in the United States Schools), have in our schools that of Her late Most Gracious Majesty the Queen; instead of the Declaration of Independence, we might have our Magna Charta, printed in clear type; instead of the signing of the Declaration of Independence, we might have a fine picture of King John, signing the Charter, in presence of his Barons; instead of Paul Revere's famous Ride, we might have a picture of Mrs. Secord's notable Walk through the Woods and past the Sentries to warn Col. Fitzgibbon of the coming enemy; for the "Surrender of Burgoyne" and Cornwallis, we might have a picture of the Surrender of Hull at Detroit; and pictures of the heroine of Vercheres and of the Holding of the Palisaded Fort by the "Heroes of the Longue Sault," or of the Defence of Saint John, New Brunswick, by Madame la Tour, etcetera. Such national and patriotic pictures might be multiplied indefinitely if there was a demand for them. Such pictures, too, with those of the many Statues and Monuments in the Provinces, would excite the interest, and stimulate the curiosity of the larger scholars in the Schools, to know something about the matters which the pictures represent. It is now some time since American Educators began to consider the value of School-Room Decoration. They came to realize that with the extension of School-Room Decoration came a fuller appreciation of its importance as a factor in education. The picture was in itself an object lesson and an inspiration.

I think that I have said enough on this point to show how desirable it is to introduce into our School-Rooms simple and affective decoration in the shape of national and patriotic pictures, illustrative of British and Canadian History.

I will only further add that I have procured a number of illustrations of Birds of plumage and of coloured pictures of North-West Indians for a proposed publication on School-Room Decoration. In that collection I have photographs of Canadian Statues and Monuments erected in different parts of the Dominion and elsewhere. These, with pictures illustrative of British history, would make, with the appropriate letter-press, a most attractive compilation of Canadian History in brief, which might serve the double purpose of suggesting to School Trustees appropriate subjects for School-Room Decoration, and also as a Pictorial aid to Teachers, in giving instruction in Canadian history.

This matter of School Room Decoration has lately attracted a good deal of attention among our neighbours in the United States. The Regents of the University of the adjoining State of New York have, quite recently, published an elaborate Volume of 130 pages, devoted to the double subject of "Travelling Pictures and School Room Decoration." This volume contains about one hundred illustrative pictures, relating to History, Art, etcetera.

The subject of beautifying the School Rooms in English Schools has also engaged the attention of practical educationists in England, and efforts are now being made to promote this movement generally by the introduction into their Schools of a series called the "Fitzroy Pictures."

I have made arrangements with the Grunk Trunk and Canadian Pacific Railway Companies, whereby the large pictures of various places in the Dominion, which these Companies have published, may be made available at small cost, by Trustees for School Room Decoration.

Another effective form for such decoration is the grouping together of a number of the birds of life size, which are coloured from nature. I have already procured about 300 of these pictures as samples.

Coloured pictures of Indians of the various Tribes in the North-West can also now be procured, and, as grouped, may be made to present a very striking appearance. They might also be made the means of interesting children in Geographical Lessons, relating to that part of our Dominion.

Two very striking pictures in colours of, (1) the "Discovery of Lake Champlain," and (2) the "Battle of Queenston Heights"—prepared by Mr. J. D. Kelly of this city might be used in School Room Decoration.

I may mention also, that, arising out of the notable historical event of the Coronation of His Majesty King Edward VII., a number of admirably coloured likenesses of the late King and of Queen Alexandra and King George and Queen Mary can now be procured, and made available for School Room Decoration.

OBJECTIONS TO THE REVEREND DOCTOR RYERSON'S BOOK ON CHRISTIAN MORALS; THE REVEREND DOCTOR WAYLAND'S MORAL SCIENCE AN ALTERNATIVE.

The Reverend Doctor Ryerson's work on Christian Morals, having been submitted for the consideration of the Council of Public Instruction on the 6th of November, 1871, it was,—

Ordered, That it be referred to a Committee consisting of the Very Reverend Dean Grasett, the Reverend Doctor Jennings, and the Honourable William McMaster, with the request that they will report on the same at the next Meeting.

At a Meeting of the Council of Public Instruction on the 13th of November, 1871, the Chairman reported that the Special Committee had considered the Book on Christian Morals, by the Reverend Doctor Ryerson, and recommended it for the sanction of the Council, subject to the conditions imposed by the Statute with respect to Religious Instruction.

Ordered, That the Council having examined the First Lessons on Christian Morals for Canadian Families and Schools, by the Reverend Egerton Ryerson, D.D., LL.D., recommended it for use, as designed, "In Canadian Families and Schools," with the proviso, in the case of Schools, (as contained in the Consolidated School Act), that: "No person shall require any Pupil in any School to read, or study, in, or from, any Religious Book, or to join in any exercise of Devotion, or Religion, objected to by his, or her, Parents, or Guardians, but, within this limitation, Pupils shall be allowed to receive such Religious Instruction as their Parents and Guardians desire, according to any General Regulations provided for the Government of Common Schools."

THE REVEREND WILLIAM STEWART TO THE HONOURABLE EDWARD BLAKE,
PREMIER.

I beg to enclose a Memorial to His Excellency-in-Council, in reference to the School Book entitled "Christian Morals." It has been signed by fifty different Ministers of

seven, or eight, Religious Denominations in Ontario. Trusting that the prayer of the Memorial may be graciously answered, and wishing yourself and Colleagues all wisdom in the discharge of your onerous and responsible duties.

TORONTO, March 12th, 1872.

WILLIAM STEWART.

ENCLOSURE: MEMORIAL TO HIS EXCELLENCY, WILLIAM PEARCE HOWLAND, LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO IN COUNCIL.

The Memorial of the undersigned Ministers of the Gospel of various Denominations of Christians, respectfully sheweth:

That a School Book, entitled "First Lessons in Christian Morals," has been published by the Reverend Doctor Ryerson, and authorized by the Council of Public Instruction for use in the Public Schools in Ontario.

That, in the opinion of your Memorialists, the said Book contains sentiments of a sectarian character, the introduction of which into our Public Schools involves not only a gross violation of the rights of conscience, but also an entire subversion of the principle of Religious Equality on which our system of Education is founded.

Wherefore, your Memorialists humbly pray that Your Excellency-in-Council will be pleased to adopt measures as will prevent the further use of this Text Book in the Public Schools of the Province.

Signed by 13 Baptist Ministers.

7 Congregational Ministers.

5 Presbyterian Ministers.

3 Presbyterian Church of Scotland Ministers.

1 Evangelic Minister

3 Methodist Ministers.

1 Roman Catholic Minister.

An additional Memorial, dated 9th April, was

Signed by 28 Baptist Ministers.

4 Methodist Ministers.

1 Congregational Minister.

7 Ministers of the Gospel, London.

OPINIONS OF THE PRESS ON THE REVEREND DOCTOR RYERSON'S FIRST LESSONS IN CHRISTIAN MORALS.*

First Lessons in Christian Morals; for Canadian Families and Schools. By Egerton Ryerson, D.D., LL.D., (Toronto: Copp, Clark & Co.)—Is published by authority of the Council of Public Instruction for Ontario. It is no easy thing to prepare a Book of Religious Instruction which will be generally acceptable to the different Communions represented in the Schools of this Country, yet the Chief Superintendent in this little Book has successfully accomplished this difficult task. He has given a large amount of definite religious teaching which cannot but exercise a wholesome influence on the Pupils who receive instruction therefrom. It is not a Book to be committed to memory, but rather one which the Pupils may carefully read, and upon the general teaching of which they may be examined. The Members of the Church will, of course, bear in mind that this Book does not profess to be a full and complete course of instruction, and will, therefore, supplement its teaching by requiring their children to commit accurately to memory the Church Catechism, and giving them such explanations of this admirable summary of necessary truth that they will be well grounded in the faith, and able to give to every man a reason of the hope that is in them. If our Church people will thus train their children in those distinctive principles of the Church which have been

*These opinions of the representative Press are in strong contrast to the opinions expressed by the signers of the Memorial to the Lieutenant-Governor on the merits of the book on Christian Morals.

handed down to us from the earliest days, they will find in these "First Lessons in Christian Morals" useful explanations of many practical duties which are too much forgotten in the present day. And while the children at the Public Schools are taught those general principles of faith and practice which all acknowledge, at their homes and in the Sunday School, the Parents, Sponsors and Teachers will give them further teaching in those divine truths which we hold dear, but which could not be expressed in a work intended for all Christian bodies in common. With this restriction we commend the work to the public, in the assurance that it will be the means of great usefulness to the children of our Public Schools, and that it will in no small degree meet the demands of those who have advocated Religious Instruction in our Educational Institutions.—*Church Herald, December 21st, 1871.*

The object of this Treatise is to supply for our Public Schools a Text Book containing the elements of moral and Christian truth. We have perused it with a good degree of interest and pleasure, and regard it as, on the whole, a safe and useful Hand Book of Religious Instruction. There can be no doubt that it will supply a want that has long been felt in our Common School System. We rejoice that its venerable Author is spared to bring forth fruit like this in a green old age; and we have good hope for the future of our Country, if the minds of the rising generation are imbued with the important truths contained in this valuable little work, which gives evidence of wide research, vigorous thought, and judicious arrangement.—*Canadian Baptist, January 11th, 1872.*

This Book is one of the series of School Books authorized by the Council of Public Instruction for the use of Schools. It contains a comprehensive but condensed summary of the leading principles of Christian morals, in the form of question and answer, and will be found to contain in an abbreviated form the substance of much larger works. As far as we have found time to examine, the definitions are of an unexceptionable character, being based upon the teaching of Holy Scripture.—*Christian Guardian, 20th December, 1871.*

We hail this Book from the pen of Canada's veteran Educator and Divine, as filling an important place in our "Canadian Series of School Books." We regard that kind of education which cultivates only the intellect, leaving the heart and conscience untouched, as fundamentally defective; and we are glad that a Text Book has been prepared, which, while carefully avoiding even the appearance of sectarian teaching, presents the grand obligations of Christian morality in a light both clear and strong. We hope Doctor Ryerson's little Manual will be introduced forthwith into all our Schools.—*Pure Gold, January 5th, 1872.*

THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am commanded to acquaint the Council of Public Instruction that it has been represented to the Government by a large number of Ministers of the Gospel of various Denominations that the Book called "First Lessons in Christian Morals" contained sentiments of a sectarian character, and is not suitable for use in the Public Schools.

I am to request that the Council will furnish me with any information which it may deem useful in reference to these representations.

TORONTO, 8th April, 1872.

I. R. ECKART, *Acting Assistant Secretary.*

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 8th instant, stating that "it has been represented to the Government by a large number of Ministers

of the Gospel of various Denominations that the Book called 'First Lessons in Christian Morals' contains sentiments of a sectarian character, and is not suitable for use in Public Schools;" and you request that the Council will furnish you with any information which it may deem useful in reference to these representations.

Your Letter will be laid before the Council. As I am the Author of the Book referred to, it will, of course, be expected that I should prepare any detailed information in respect to parts of the Book objected to; but it is impossible for me, or any other person, to do this, without knowing what parts, or passages, of the Book are objected to in the Letters to which you refer. Of the Members of the Council who recommended it were two Clergymen of the Church of England, and two Clergymen of the United Presbyterian Church, and one Member of the Baptist Church; they recommended the Book as adapted to supply an acknowledged want, in our Public Schools, and as containing nothing in any sense to which the term *sectarian* is ordinarily applied. Until some information is given as to the passages objected to as *sectarian*, I do not see how any such information as you desire can be given. . . .

TORONTO, 10th April, 1872.

EGERTON RYERSON.

THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 8th instant, stating that it has been represented to the Government by a large number of Ministers of the Gospel of various Denominations that the Book called "First Lessons in Christian Morals," contained sentiments of a sectarian character, and is not suitable for use in Public Schools.

In reply the Council of Public Instruction desires to submit the following remarks:

1. The Council is charged in the Memorial with having done that which "involves not only gross violation of the rights of conscience, but also an entire subversion of the principle of Religious Equality on which our System of Education is founded." But not a single specification of this grave charge is given; not a single reason assigned for it; not a single fact adduced in support of it. It is simply said to be "the opinion of your Memorialists."

2. Now the Council only asks what is the acknowledged right of the worst criminal arraigned in a Court of Justice when it asks that its accusers shall give specifications of their charge and the reasons, or evidence, of such specifications. . . .

3. The Council has made the Regulations in regard both to Religious and General Instruction, and selected the Books used for these purposes during a period of twenty-six years, founding and developing our System of Public Education from the beginning; its acts and whole policy have been sanctioned, without a single exception, by successive Parliaments and Administrations of Government, during more than a quarter of a century. Never before has the Council been charged with "a gross violation of the rights of conscience," and an entire subversion of the principle "of Religious Equality." The Council denies the charge in toto, and asks that its accusers may be required to adduce the proofs, if they have any, on which they have made such a charge.

4. In the Memorial it is stated to be the "opinion" of the Memorialists that the Book entitled "First Lessons in Christian Morals" contains sentiments of a sectarian character. What is meant by the word "sectarian" the accusers of the Council do not state; but the Council is sure that the Book does not contain sentiments peculiar to any one Sect.

The Council consists of Members connected with the Denominations embracing the great majority of the population for the moral instruction of whose youth the Book has been recommended: and the Council believes that the sentiments of the Book are common to those Denominations, and are, therefore, not of "a sectarian character."

The Author of the Book says, in the Prefatory Notice, "that he has endeavoured to present subjects in harmony with all Religious Persuasions who receive the Bible as the rule of their faith and practice, and Jesus Christ as the only foundation of their hopes of eternal life." This Prefatory avowal, the Council believes, has been faithfully and successfully carried out in the preparation of the Book. For those who do not receive the Bible as the rule of their faith and practice, and who do not rely on Jesus Christ alone as the foundation of their hopes of eternal life, the Book was never intended. The Council, believing that a large majority of the supporters of Public Schools entertain these views, has recommended, (not prescribed), the Book for the instruction, one hour in a week, of their children during the fourth and fifth years of their attendance at School, so far as their Trustees and Parents may desire to have such instruction given to them.

How this "violates the rights of conscience" and "subverts the principle of Religious Equality" in regard to those Parents, or Trustees, who may not (as authorized by the School Act), desire instruction in Christian Morals to be given to their children, the Council cannot understand, and leaves it for the accusers of the Council to explain.

5. On the subject generally, the Council desires to remark that the principle of religious exercises and instruction has been recognized in our System of Public Schools from the beginning.

The very first provisions on this subject commence with the declaration that:—

"As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout." Accordingly the 13th Section of the School Act of 1850, (a Section perpetuated in the 129th Section of the Consolidated Public School Act), provides that "No person shall require any Pupil in any School to read, or study from, any Religious Book, or join in any exercise of Devotion, or Religion, objected to by his, or her, Parents or Guardians; but, with this limitation, Pupils shall be allowed to receive such Religious Instruction as their Parents, or Guardians, desire, according to any general Regulations provided for the Government of Public Schools.

6. In accordance with this principle and provision of the Law, the Council has recommended the reading of a portion of the Holy Scriptures and Prayers daily in each School, and prepared and recommended forms of Prayers, for those who might prefer using them to other Prayers, or forms of Prayer. The Council has also recommended three Books of Religious Instruction,—two entitled "Scripture Lessons," and the other entitled "Lessons on the Truth of Christianity," all Books on the authorized list of Text Books of the National Board of Education in Ireland. Each of these Books is more voluminous than the single Book entitled: "First Lessons in Christian Morals."

It was found impracticable and expensive to use so many Books on the subject, and this one was prepared as the substitute for these three.

7. It deserves remark and remembrance that, when the daily reading of a portion of Scripture was recommended in the Public Schools, the late lamented Roman Catholic Bishop Power was a Member and permanent Chairman of the Council.

On the subject of reading the Scriptures in the Public Schools being submitted, he said,—"I cannot, on principle, approve of this; for my Church does not recognize the indiscriminate reading of the Scriptures, but as the Law protects each child from joining in any exercise of devotion, or studying, or reading in, or from any religious Book objected to by his, or her, Parents, or Guardians, and as I do not wish to interfere with the liberty of Protestants, although I cannot, on principle, approve of the Regulation recommending the reading of the Scriptures in the Schools, I will not object to it."

8. The enlightened liberality of the late Roman Catholic Bishop Power, and his regard for the liberty of others, contrasts nobly with the illiberality of the signers of the Memorial, who demand the prohibition of the use of a Book by others which they do not wish to use themselves. The Council submits that the "rights of conscience" and "the principle of Religious Equality" appertain as sacredly to those who wish their

children to be instructed from a work on "Christian Morals," as to those who do not wish any such instruction to be given to their children in the Public Schools, especially as the rights of such persons are so effectually guarded in the School Act.

9. The Council has never prescribed anything on the subject of Devotional Exercises, or the reading of the Scriptures, or Religious Instruction; it has endeavoured to provide facilities for these purposes, and recommended them, appending to the word "recommended" the definition that such exercises, or the use of such Book, or Books, were at the option of Trustees and Parents. This is the first instance, in the history of our School System, that the simple recommendation of the Council has ever been complained of, much less declared to be "a gross violation of the rights of conscience" and "an entire subversion of the principle of Religious Equality." The Council can scarcely conceive of any statements more groundless than such assertions under such circumstances.

10. To meet any acknowledged want in one branch of our Public School Education for the elder Pupils of the Public Schools, the Author of the "First Lessons in Christian Morals" proposed to embody and arrange in a small Book, which, without entrenching upon the province of a Denominational Catechism, would include the principles and duties generally considered essential to Christian Character and Duty. The successive Lessons of the Book, as they were printed on slips, were sent to the several Members of the Council for their examination and suggestions or objections, if they had any to make. But, although the Book, when printed, was unanimously recommended by the Council, yet no one felt himself thereby committed to every expression, or illustration, employed, but simply to the general character and adoption of the Book, as the one best calculated, within the knowledge of the Council, to imbue the minds of Senior Pupils of the Public Schools with proper views of first truths and duties, and the grounds of them, before entering upon the ordinary duties of life. . . .

11. But if a mere assertion, without a word of explanation, or reason, to support it, made by any individual, or number of individuals, were sufficient ground for excluding any Book from the list of even permitted, or recommended, Books in the Public Schools, then the Bible itself would be excluded from the Schools, as it is sectarian in the view of those who do not believe in its Divine authority, or in its Divine Author, and all School Readers would be excluded, as nearly if not quite every one of them contains "sentiments of a sectarian character," according to the faith, or non-faith, of some parties. Upon the same ground, would Doctor Wayland's Moral Science and Paley's Evidences of Christianity be excluded from the list of authorized Text Books in our Provincial University, as the former "contains sentiments of a sectarian character," according to the views of numbers of individuals? . . .

12. The Council is persuaded that the Government will not, for a moment, sanction a demand so subversive of all justice between man and man, so fatal to all intellectual progress, so tyrannical on the one hand, and so anarchical on the other, and so entirely at variance with the usages of all Public Educational Institutions in all enlightened Countries. Every practical Educator and intelligent man knows that the whole of scarcely any historical or scientific Book is taught in a School, or College, and especially in regard to Books of Religious Instruction, Paragraphs, Pages, even Lessons, or Sections, or Chapters, of which are passed over by Instructors, as not considered needful or appropriate to their own particular classes of Pupils. . . .

13. The Council submits that the Signers of the Memorial should not only specify wherein, and on what grounds, they charge the Council with having recommended a Book for the optional use of Trustees and Parents for the instruction of their children in Christian Morals, but that they should also propose some Book in place of the one to which they object.

But the Council desires to cherish and maintain a spirit of procedure as far as possible removed from the spirit of intolerance involved in the demand of the Signers of the Memorial. The Council has, therefore, consented, at the earnest request of the Chief Superintendent, to recommend that, in addition to the optional use by Trustees

and Parents of the "First Lessons in Christian Morals," Trustees and Parents should also have the optional use of a Book of similar size, entitled "Elements of Moral Science," by the Reverend Doctor Wayland.

14. Thus those parents who wish no Religious, or Moral, Instruction to be given to their children in the Public Schools, can exercise their right of option in declining it; and those Parents who wish such instruction to be given to their children can select Doctor Ryerson's "First Lessons in Christian Morals," or Doctor Wayland's "First Elements of Moral Science."

15. Thus, likewise, will the original and fundamental Christian basis of our School System be maintained, and Christianity pervade its character, in harmony with the widest exercise of the "rights of conscience," and the fullest practical recognition "of the principle of Religious Equality on which our System of Education is founded;" and which has been maintained inviolate in the Regulations and Administration of the System during more than a quarter of a century.

ALEXANDER MARLING,

TORONTO, April 29th, 1872.

Clerk of the Council of Public Instruction.

NOTE. As Doctor Ryerson wrote the preceding Letter to the Provincial Secretary, it is not necessary to reproduce here his more personal Letter on the subject, and which is printed on pages 206-210 of the "Documentary History of Education in Upper Canada."

ADDRESSES TO THE CHIEF SUPERINTENDENT OF EDUCATION FROM THE OFFICERS OF THE DEPARTMENT AND NORMAL AND MODEL SCHOOLS, 24TH MARCH, 1873.

The Reverend Doctor Ryerson having attained the age of threescore years and ten on the 24th of March, 1873, received Addresses of congratulation from the Officers of the Education Department, and from the Staff of the Normal and Model Schools. The proceedings were of a private character, and were entirely unexpected by the Chief Superintendent. He had been in the public service since the year 1844.

ADDRESSES FROM THE OFFICERS OF THE EDUCATION DEPARTMENT.

To the Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education for Ontario:

REVEREND SIR,—The undersigned, who have had the honour of serving under you in the great work of devising, administering and endeavouring to perfect the details of our Provincial System of Education,—some of us for many years, others for a shorter period,—are desirous of availing ourselves of this happy occasion of the Seventieth anniversary of your birth, in order to express the feelings of high respect and warm affection with which you are regarded by us.

Your high character and your great public services to the Country have made the performance of our labours a matter of pride to ourselves as well as a pleasing duty. The equable temper, the courteous demeanour, and the impartial justice for which your Administration of the Department has been conspicuous, have always afforded encouragement to faithful exertion, and inspired confidence that, while there would be a little toleration for neglect of duty, there would be full appreciation of good service.

It is our earnest hope and prayer, Reverend Sir, that you may long be spared to direct the affairs of the Department in which so many years of your valuable life have been spent. It has been your privilege to devote a ripened and matured experience, and

an extraordinary energy, to the work of fostering and promoting the intellectual wealth and the moral welfare of the youth of your native land. As you approach the evening of life you will enjoy the reflection that, by Divine permission, and with the ready co-operation of the people, you have been enabled to lay a solid foundation for the future development of mental culture and true civilization in a noble Province.

Among the many who will always hold your name in honour, be assured, Reverend Sir, that none will be more devoted than ourselves, and we now beg that you will accept of our hearty wishes for your present and future happiness, and for many glad returns of the day.

J. GEORGE HODGINS, *Deputy Superintendent.*

*ALEXANDER MARLING, *Senior Clerk and Accountant.*

*F. J. TAYLOR, *Clerk of Statistics.*

*J. T. R. STINSON, *Clerk of Records.*

†W. H. ATKINSON, *Clerk of Correspondence.*

†R. R. MANNERS, *Assistant Clerk of Correspondence.*

†D. B. HEATH, *Assistant Clerk of Records.*

†ROLAND WINSTANLEY, *Junior Clerk.*

*JAMES MOORE, *Messenger.*

*S. P. MAY, *Clerk of Libraries.*

*HENRY M. WILKINSON, *Depository Cashier and
Assistant Clerk of Libraries.*

†GEORGE BARBER, *Despatch Clerk.*

*F. NUDEL, *Clerk of Sales.*

R. J. BRYCE, *Depository Assistant.*

S. A. MAY, *Packing Room Assistant.*

A. O. PAULL, *Junior Assistant.*

†A. DITCHBURN, *Packer and Messenger.*

*WILLIAM LEMON, *Assistant Messenger.*

ADDRESS FROM THE STAFF OF NORMAL AND MODEL SCHOOLS.

To the Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education for the Province of Ontario.

REVEREND AND DEAR SIR,—It is with feeling of unfeigned pleasure that we, the Teaching Staff of the Normal and Model Schools for Ontario, embrace this opportunity to offer you our congratulations upon your having reached your Seventieth Birthday. We congratulate you on the fact that although you have for so many years laboured in the cause of Education, and striven to bring the Educational System of our Province to its present proud position, still the hand of time has dealt gently with you, and that to-day you stand before us, "with strength unabated," in the full vigour of a green old age, an example of what may be achieved by perseverance in the path of duty. We rejoice to think that your right hand has not forgotten "its cunning," but that, if needs be, you still are able, as of old, to wield "the pen of a ready writer."

The number of years during which we have acted under you as Chief Superintendent—most of us Graduates of the Normal School—varies with each of us; but we all rejoice to think that so auspicious an occasion has been presented to us for assuring you that, from the oldest to the youngest in our several positions, we entertain the most kindly appreciation of all your efforts to raise the status of our profession generally, and of the many acts of kindness of which we may, from time to time, have been individually the recipients.

Once more, Reverend Sir, we tender you our heartiest congratulations, and beg that you will assure Mrs. Ryerson also that her joy is not unshared by us. That you

*Deceased. †Not now in the Department.

may be spared for many years to preside over the education interests of the Province, and to administer counsel to ourselves and our Successors, is the hearty desire of us all, for we feel confident that, so long as your hand guides the helm, the welfare of the Normal and Model Schools will never be neglected. But should you see fit to lay aside the cares of office, and enjoy the evening of your days in retirement from the anxieties of official life, we feel that in no case can the maxim, "*Finis Coronat Opus*," be more truly applied than in yours.

Normal School.

- *H. W. DAVIES, *Principal.*
- *JAMES CARLYLE, *Mathematical Master.*
- *THOMAS KIRKLAND, *Natural Science Master.*
- *SAMUEL CLARE, *Teacher of Book-keeping and Writing.*
- *WILLIAM ARMSTRONG, *Drawing Master.*
- *HENRY GOODWIN, *Teacher of Gymnastics and Calisthenics.*

Model School.

- †JAMES L. HUGHES, *Head Master.*
- WILLIAM SCOTT, *First Assistant.*
- †ALEXANDER MCPHEDRAN, *Second Assistant.*
- †MARTHA CULLEN, *Head Mistress.*
- †LOUISA H. JONES, *First Assistant.*
- †ANNA ADAMS, *Second Assistant.*
- †M. CARTER, *Third Assistant.*

The Addresses having been read, Doctor Ryerson made a verbal reply to the following effect:—

My Christian Friends of the Education Department and of the Normal and Model Schools,—I am taken entirely by surprise; for among the last things that I had this day expected were the Addresses which you have just read, and I am entirely unprepared to address to you the grateful remarks which I might have made under other circumstances. The arrival to me of three score years and ten,—the highest period of existence which God has ordinarily granted to man,—has produced in my own mind feelings of deep solemnity, and has awakened thoughts similar to those of commencing a new state of existence. Among the most pleasing recollections of my past life are my official associations with you; in which associations I have never regarded you as Employés under me, but as Sons, and I may say of Daughters also, assisting me in a great and good work,—and I can truly say that I have always endeavoured, in the tone and character of my intercourse with you, to make you all feel as Members of one Family, in each of whose individual welfare I took parental interest. I have had no favourites; not one of you owes his, or her, position to any feelings of peculiar partiality on my part, but to your own virtues, qualifications and merits; and it is to me a source of unalloyed satisfaction that I have been enabled so to conduct myself towards you as to ensure your individual confidence, respect and goodwill. I derive also peculiar satisfaction from the reflection that, while I have required from every one of you a faithful discharge of your duties, I have had occasion in no single instance to administer reproof to any for impropriety or neglect of duty. I cannot expect always to occupy my present position. I do not desire any release from labour, although I sometimes desire a change of labour. But whether I remain at my present post for a longer, or shorter, period, it will be my aim in the future, as it has been in the past, to do all in my power to promote your individual success, comfort and usefulness. I regret beyond what I am able to express that I have not been able to accomplish for you all to which I believe your services and merits have given you a just claim; but I can assure you it has not been for any want of effort on my part. I know that from this establishment, in its administration, and from its Normal and Model Schools, an influence has gone forth which is felt in the remotest parts of the Province; and I trust that the salutary influence of the past will be found only a faint emblem of that which will be witnessed in the

*Deceased. †Not now connected with the Schools.

future throughout the length and breadth of the land. I pray that the Divine protection may continue over our work and over us individually; and while I most sincerely thank you for your kind congratulations, I feel no one circumstance more consoling, with the sense of advancing years, than the conscientiousness that after so many years of official relations and united labour I enjoy your individual respect and goodwill.

VALEDICTORY BY THE EDITOR OF THE "CANADIAN FREEMAN," TO THE CHIEF
SUPERINTENDENT OF EDUCATION, 1873.

NOTE. During the many years the Separate School Question was being a subject of discussion between the authorities of the Roman Catholic Church and the Chief Superintendent of Education, the Editor of the *Canadian Freeman*, an organ of that Church, took strong ground in favour of the Separate Schools and in opposition to the views of the Chief Superintendent of Education on the subject. On his retirement from the Editorial Chair of the *Canadian Freeman* the Editor penned the following graceful valedictory, in which kindly reference is made to the Chief Superintendent of Education:—

As we are about relinquishing our connection with the *Canadian Freeman* Newspaper, we would wish to part on friendly terms with all individuals of every Denomination with whom we have come in editorial contact, or whom, as in duty bound, we have conscientiously differed from during our career as a journalist. We do not now, and never did, bear any malice against any person whatever, not even towards the proprietor of *The Globe*; but it is impossible for the Editor of a Newspaper, especially a Newspaper representing a minority, to pursue his course without coming into collision with those holding opposite views. Men in power are always, to the other side, intolerant. In this Country, at least, they represent, or are supposed to represent, the majority; those who dissent from their peculiar views must fight an uphill battle; the crowd is against them, as the Jews of old opposed Christ, and the upholders of the Roman Empire His followers. But the Church to which we have the happiness to belong teaches charity; it says, "Love your enemies," on matters of conscience do not give away an inch, maintain your rights, even should those enemies insist that "We will have no king but Cæsar." Before relinquishing the editorial pen, therefore, we should like to say a few words on a Gentleman whom we have for years steadfastly opposed, and whose opinions on many, but especially educational, matters, we have strenuously combated, and nevertheless have in a certain sense admired, and would, were he aught but Chief Superintendent of Education, hold in the highest esteem.

We maintain certain views on the subject of Education; we believe that when our Lord uttered His command, "Go, teach all nations," He intended that those words should be taken in the fullest sense. You cannot bring up a youth in a Protestant, or non-Catholic, School, and expect that youth to be a firm believer in the Catholic faith. History, Morals, Geography,—everything is taught from a Protestant standpoint, and, of course, the result must be that the Boy on reaching manhood will view everything through Protestant spectacles. The wisest of men has stated that a child will go as he is trained up. The same effect, therefore, is produced in a Catholic School or in a Pagan School, as to Catholic, or Pagan, principles. The Church alone in Christian Countries teaches with an infallible voice. On matters of faith she cannot err, and is quite likely to be right on educational or other things. This is our belief, therefore we hold it as a *sine qua non* that a Catholic child, where possible, should be reared up and receive its training in faith and morals, and on all subjects of learning, in a Catholic School, and under the supervision of the Priesthood. In this view we differ completely from our venerable Opponent, the Chief Superintendent of Education.

The Reverend Egerton Ryerson holds what the civilization of this age terms "liberal" views; he advocates the advancement of the masses, or educating every one,

no matter what his position in society may be. The best part of an eventful life has been devoted by him to carry out his peculiar opinions on this subject. He is essentially a man of one idea, and he is a very determined, resolute and personally courageous person. It is individuals of his stamp who have made their mark in the world. As to politics he has really none, but in free thought, in educating the masses, he does believe. From the various Educational Systems of constitutional England, despotic Prussia, republican America, Holland, Ireland and Scotland, with the assistance of his own powerful intellect, he has perfected a plan, according to non-Catholic ideas, an improvement on all of them, maintaining their best, rejecting their worst features. He has been assailed by various Denominations and classes of our citizens, by dissatisfied Freeholders, by childless Ratepayers, by representatives of Churches, by Grit and Conservative Newspapers, by politicians and by Administrations holding the most opposite views, and yet he has managed to stand his ground, and not only this, but to enforce his educational opinions on the great majority of the people of this Province. At one time he is reported by a Tory Governor as "a dangerous man," and a certain Toronto journal has pursued him with fierce malignity for years, and all kinds of politicians have at different periods attacked him in the bitterest way, and yet Egerton Ryerson has triumphed, and is at this day, in spite of all opposition, the great and successful Vindicator of free, universal education. This is the man whom Governments do not care to interfere with, and who cannot be crushed; who, in spite of his seventy years, is still as fresh and vigorous as ever, and as ready, in defence of his ideas, to smite his enemies "hip and thigh," either through a public journal, or in a pamphlet of 365 pages. During our entire career we have opposed the Doctor; but we are fully aware how difficult it is to make headway against a man of his ability, holding but one idea and resolved to win. We have often wished that a Ryerson would present himself as a representative of our Catholic masses, to fight as determinedly for us as he has for his Protestant fellow-countrymen, a man who would endeavour, under all circumstances, to procure what his Eminence Cardinal Cullen and the Irish Hierarchy are now labouring to attain, a Catholic, purely Catholic, education for Catholic people.

Secular Instruction, in spite of all that has been said to the contrary, does not do away with crime; if, however, combined with religious teaching, it certainly does. An educated rascal is infinitely more depraved and bad than an illiterate evil doer. To make a man Christian, you must rear him up in Christian principles, otherwise it will require a miracle, or direct action on the part of God, to convert him; therefore, the first and most essential point in educating is to lay the foundation on the sure basis of Catholicity; after this, teach anything you please, provided it is not opposed to the religion of Christ. The Doctor's pet theory is non-religious instruction at School, Religious ditto at home, which would, of course, answer were all Parents equally well informed; but suppose, as is frequently the case, that the Parent, although sufficiently well grounded in his own faith, has not the gift of being able to instruct others, then the superiority of our system is shown, as the School supplies the deficiency. Faith first is our motto, and better an illiterate lot of the lowest class who has faith, than the most accomplished and refined of aristocrats without it. The ordinary godless School will train up an amiable, and may be even learned, person, but if moral and the possessor of lofty principles, it is not from love of his Creator. We might hold forth on this subject to an indefinite extent, did time or space permit. The *Canadian Freeman* has always been, to the best of our humble abilities, a consistent advocate of Catholic education, and in retiring from its management we would, as previously stated, wish to offer the right hand of fellowship to all we have encountered, either lukewarm friends or foes, to part on amicable terms with all from whom we have differed. Foremost among these is the Chief Superintendent of Education, and we have therefore devoted this, our last article, to him. We have written column upon column against him for the past fifteen years. We have tried with all our might to put him down, and yet he is a man for whose talents, resolution and dogged perseverance we have the highest respect, for whose courtesy and

gentlemanly bearing towards our co-religionists we offer our acknowledgments, and for whom the Protestant people of this Province will, at some not very distant period, do what a learned American historian stated the North West would do for Marquette, "build his monument."

CORRESPONDENCE WITH ATTORNEY-GENERAL MOWAT ON THE COUNCIL OF INSTRUCTION BILL OF 1873.

During the early part of 1874 a good deal of Correspondence took place between the Chief Superintendent of Education and Attorney-General Mowat on Administration details. In regard to the Council of Public Instruction Bill, Mr. Mowat wrote to the Chief Superintendent as follows:—

In addition to the changes mentioned in the School Bill, as sent to you, I desire the following, which have occurred to me on looking over the Bill again. Read the Section 15 thus:—

"Four of the present Members, not including the Chief Superintendent of Education, or, in his absence, the Deputy Superintendent, to be determined," (as in the Bill).

Substitute for Section 18 the following words:—"One person may be elected to the Council of Public Instruction yearly by the Council of University College, and one by every Academic Body in Ontario possessing University powers."

TORONTO, January 31st, 1874.

OLIVER MOWAT.

ATTORNEY-GENERAL MOWAT TO THE DEPUTY SUPERINTENDENT OF EDUCATION.

I return you the revise of the School Bill, with some verbal alterations. You will see that I have concurred in most of the new matter which you have introduced into the Bill—although not in all.

TORONTO, January 31st, 1874.

OLIVER MOWAT.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I send you a proof of the Bill respecting Industrial Schools. If you think that the Bill will answer the purpose, I would like to put it through this Session. It would be a pity to delay even for a single year securing whatever advantages Industrial Schools may afford. Be good enough, therefore, to send me a Memorandum in regard to the Bill.

TORONTO, February 2nd, 1874.

OLIVER MOWAT.

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I have now carefully considered all the modifications proposed in the amended School Bill; and I think it but just to say that I not only concur in its provisions, but anticipate that the Bill, if it becomes an Act, will constitute an epoch in the improvement of our School System and the improvement of the Schools. You have devoted more time and labour to the subject than any public man with whom I have had to do during the last thirty years, and with an evident desire to render our School System as acceptable to all parties, and as efficient as possible. I desire to thank you for your personal courtesy, and hope that you will succeed in carrying the Bill through the Legislature without mutilation.

TORONTO, 2nd February, 1874.

EGERTON RYERSON.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I propose moving the Second reading of the School Bill to-day, and it may give rise to some discussion. I do not mean to say much myself on moving the Second reading, but the discussion may make it desirable to have yourself, or Doctor Hodgins, at hand. In case I should want some explanations to give to the House in the course of the debate.

TORONTO, February 13th, 1874.

OLIVER MOWAT.

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

Since I wrote you some days since, assenting to the School Bill, believing that, as a whole, it might be made to work beneficially, I have read a Pamphlet attacking our Depository, by Mr. G. M. Adam, and the Editorials of the *Globe* of yesterday and to-day endorsing that attack. From these sources I see clearly that the provisions of the Bill in respect to the Council of Public Instruction and the Educational Depository are intended not only to condemn the Council and myself, but to make it a bear garden of contention, and reduce it to inefficiency and contempt, to destroy the Educational Depository and then extinguish the Council and Depository for all useful purposes.

(NOTE BY THE EDITOR. What the Chief Superintendent here stated as likely to be the result of the election system introduced into the Bill was fully realized in the after history of the Council of Public Instruction. Its final action as a Council was that of obstruction, pure and simple, which a bare quorum of its Members, at a final Meeting of the Council, destroyed the effect of. The following is the remainder of Doctor Ryerson's Letter to Mr. Mowat):—

You know how strongly I objected to those Council of Public Instruction election provisions of the Bill when you first proposed them; how much evil I apprehended from them; but that I, at last, consented to them with modifications and other provisions, which I thought would counteract their pernicious tendencies; you know I assented to them as a peace offering, and desirous to meet your views, as far as possible, after the trouble, time and labour you had bestowed on the subject. But I find that what was considered on my part as a compromise and peace offering is intended by the prompters of those provisions as an opening wedge and instrument to undo my work of a generation, and so to embarrass and torment me while remaining in office, that I will soon be compelled for the sake of peace, if not for other causes, to surrender all into the hands of my Assistants.

Under such circumstances I must renew my entreaties to you for fair and open investigation, before any legislation takes place in the interests of the enemies of our School System, and of the Council of Public Instruction, myself and other Officers in the Department. Some of the details of the Bill meet particular cases, and others would be useful; but no serious inconvenience, or evil, would result from deferring legislation for another year, and immense advantages would arise from the thorough investigation of the Education Department and Depository by a proper Commission, and the public discussion of the measures and the changes proposed,—after which the System would be settled for a long time to come.

I would be prepared for any investigation; but I am not prepared for a process of strangling by selfish and secret intrigues, without fair and full discussion and thorough investigations. I understood you intended, if not promised, this, at the beginning of the year; I now feel that the character and safety, as well as the integrity, of the School System depend upon it, and the magnitude of the interests involved justifies and demands it.

I herewith enclose you a copy of a Letter on Separate Schools from the Reverend Mr. Stafford, of Lindsay—a Roman Catholic priest, who has always been a decided supporter of the Public School System.

There is some reason for some of the complaints contained in the latter part of Mr. Stafford's Letter: and I should be disposed to consider them in the spirit of equity, in connection with the final settlement and consolidation of the School System,—all of which, I believe, might have been accomplished this Session had you consented last year to the "Searching" Legislative, or "Governmental inquiry," so earnestly sought for at your hands,—an inquiry which, I believe, is most dreaded by the very enemies of the Education Department who have pretended to demand it, and who feel that you are acting most in their interests when you refuse it, while, at the same time, legislating as if their charges were true.

I will only add now the expression of my deep regret that you have not before consented to make the investigations into the Department, which I have so importunately solicited, and which are now rendered imperative after the hostile attacks and disclosures of the last few days.

Your persistent refusal of all light of inquiry, and determination to act upon the accusations against us, is most unaccountable to me, unless, which I cannot believe, you had pledged yourselves to certain parties to do certain things, right or wrong. Now both the accusers and the accused demand investigation, and you can, therefore, without hesitation, grant investigation, and let the legislation depend upon the results of such investigation.

TORONTO, Febrlary 14th, 1874.

EGERTON RYERSON.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have just received your Letter of the 14th. I regret these attacks upon you to which you refer. I did what I could to prevent such attacks from being made, and I regret them all the more because I perceive they have entirely misled you with respect to the views upon which the legislation which I proposed was formed. I did not assume that the Council of Public Instruction was corrupt, or that the Depository was what its assailants charge it to be. I assumed the reverse, in regard to both matters, and a Commission of Enquiry could not have done more than establish what I have thus assumed; but I am very strongly of opinion that, however honest the Council has been, and however correct have been the transactions of the Depository, the time has come for the changes proposed. I am sure that the Council will have much greater weight and influence with the community under the new system, and that its large powers could not be continued unless the composition of the Council is altered in the direction for which the Act provides.

It is quite impossible to prevent political opponents of yourself, or opponents of any other kind, from saying what they choose; but I hope that you have been familiar enough with political parties and newspaper controversy not to be misled by these attacks. I would much rather co-operate with you as far as possible.

TORONTO, February, 1874.

OLIVER MOWAT.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I should like to dispossess your mind of some of the misapprehensions which you seem to have received from late newspaper articles, and, therefore, I add a few words to what I have already written.

I gave no pledge to anybody on the subject of School matters. The provisions of the School Bill with respect to the Council of Public Instruction, and to the Education Department and Depository, were entirely my own suggestion.

In view of what I considered to be your great services to the cause of Education in the Province, and my personal respect for your great talents, I did not, as a Canadian, participate in the feelings of personal hostility to you, or the Department, which some felt whose political sympathies are in unison with my own, and I determined not to propose any change which you did not concur in, unless my own mind was satisfied that the change would be beneficial; and you have been pleased to say that the time and attention which I have given to the subject have been greater than were given by any other public man with whom you have had to do. . . .

I have no recollection of your urging upon me the appointment of a Commission, but you certainly did repeatedly urge upon me the appointment of a Committee of the House for the purpose of investigating the affairs of the Department; but a Committee, during a Session of the House, could only make the investigation in a cursory and superficial way, which would give satisfaction to nobody,—on the other hand the appointment of a Commission was urged upon me by persons who are not in sympathy with you, and urged upon me repeatedly, but I felt great difficulties in the way. The Commissioners should be men of mark, in whom the Province would have confidence, and few such men would have the leisure to give the subject the time and attention absolutely necessary for any useful purpose. If practicable, the Commissioners ought to be persons not only having weight in the Country, but also free from the suspicion of hostility to the Department. . . .

I had nothing to do, directly or indirectly, with the non-publication of the papers from your Department, and did not know of it until Doctor Hodgins, or yourself, mentioned it to me long subsequently. I was once applied to for leave to read these papers, but I refused until I had spoken to Doctor Hodgins, who said that he saw no objection to inspection being allowed of them to any applicant.

I hope that you will still see your way to give me your co-operation in this matter, as you have been doing for some months before these newspaper attacks upon you. I am quite sure that the Bill, as it passes, will be a better Bill, if I have your cordial assistance and that of the Officers of your Department, instead of having to rely henceforward upon the assistance of others.

TORONTO, 17th February, 1874.

OLIVER MOWAT.

NOTE. After the passage of the School Act of 1874, providing for the election of representative Members to the Council of Public Instruction by the Inspectors and Masters and Teachers of the High and Public Schools, application was made to the Education Department by Candidates for Election for electoral Lists of the Masters and Teachers in the Province. For the reasons given to these Applicants, the Department could not comply with their requests. They then appealed to the Attorney-General on the subject, and he directed his Secretary to write to the Chief Superintendent of Education, directing that copies of these lists be furnished to the applicants. To this Letter, the Chief Superintendent replied as follows:—

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I desire to acknowledge the receipt of your Letter of this date, signed by Mr. Kinlock, stating that you had been applied to as to the right of the Candidates and their Agents to obtain copies of the lists of Teachers, or Inspectors, entitled to vote for Members of the Council of Public Instruction, and that you are of the clear opinion that they are entitled to have every facility afforded them for obtaining such copies with all practicable promptitude.

I regret that you have not thought me worthy in this matter of the courtesy which has been shown to me by every Attorney-General of Upper Canada from Mr. Draper

and Mr. Baldwin down to the present time, now for more than a quarter of a century,—namely, that of asking and hearing my own explanation for any decision I had given before setting it aside,—the courtesy I have invariably shown to every School Inspector in the Province, not one of whose decisions have I set aside on the representation of any party, before writing to and receiving the explanation of the Inspector whose decision had been complained of.

The case referred to in your Letter is as follows:—On inquiry, or application, about a fortnight since at the Department by Doctor Sangster himself, I believe he was told by the Deputy Superintendent that no list of the names of Teachers could be furnished to any party. Last week, or early this week, application was made by a Representative of Professor Goldwin Smith, and the same answer was returned. The party making this application then goes to you, with a private Letter, and you, without affording me any hearing, set aside my decision, contending that I should do what really cannot be done, and what the Law, as appears to me, did not contemplate. For there is no revised list of Teachers in the Department; nor can there be until a copy is made and corrected from the various lists of County, City and Town Inspectors,—which cannot be completed notwithstanding every effort from the beginning to get it in readiness, but which the Law does not suppose to exist before the day of scrutiny.

The only place in the Act in which a Book containing a list of Teachers is mentioned is in the Eighteenth Section, as follows:—

“The Chief Superintendent, or other Officer, and the Scrutineers, shall scrutinize and count the Votes, and keep a record thereof in a proper Book to be provided for the purpose, which Book shall be preserved in the office of the Chief Superintendent, and shall, at all reasonable times, be open to the inspection of every Person desiring to see the same.”

This is the only Record Book, or official list of Teachers, mentioned in the Act; it is to be prepared for, if not by, the Scrutineers, and is not opened for public inspection until after the Scrutineers shall have done their work.

I have sought to get this Record Book prepared for the use of the Scrutineers by the third Tuesday in this month,—never supposing that any party would think of getting it before that time. The work of preparing it is very serious, in addition to the regular and various work of the Department,—there being between six and eight thousand names to copy, with their several Counties and Post Office addresses.

You know how anxious I was, and what I did last year to get Mr. Goldwin Smith appointed a Member of the Council of Public Instruction. I have the same high opinion of him still; but in my official capacity I have ever sought to know no man, sect, or party. The application to you for the lists was strictly in the interests of one party, after the other party has been refused these lists by the Department.

If, after the above references to the Law and statement of facts, you still think proper to give an Official Order to place the lists of Voters in the hands of the party applying for them, I shall leave directions to have your Order obeyed; but I shall feel it due to my own character, and especially so near the close of a long public life, without ever before having had my decision, on an appeal of any party, reversed by Government, although appeals have been made, but none even considered, until I had had an opportunity of being heard, to submit the question to a Judge of one of the Superior Courts, if not to a Superior Court.

TORONTO, August 7th, 1874.

EGERTON RYERSON.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I ought to mention at the outset that when I instructed my Secretary to acquaint you with my opinion, I was not aware that you had decided against applications for

copies of the Voters' Lists. Your Letter, with the accompanying enclosure, gave the first intimation which I had had of such a decision. I had had no communication on the subject with Mr. Goldwin Smith, or with Messieurs Brown and McAllister, who, I now understand, are acting for him; but a few minutes before the note was written a friend had suggested to me that a copy of the Voters' List would probably be wanted by Mr. Goldwin Smith's friends. . . . I now learn from you that a verbal intimation had been given to Doctor Sangster that he could not obtain a copy from the Department, and that a written answer to the same effect was given by yourself to an application from Doctor Henry Brown, on behalf of Mr. Smith. It appears from this information that, whether your refusal was right or wrong, it was given equally to both parties. . . .

You speak of my want of courtesy towards you in setting aside your decision without first requesting and hearing your explanation; and you contrast my course in that respect with the course observed towards you by all my predecessors. If you had not been writing under a feeling of irritation, you would have referred to my own practice as having been the same as you say theirs was. If I reviewed your decision in the present case without previous communication with you, such a proceeding had no precedent in my own practice, any more than you tell me it had in their practice. In this instance I could not ask for an explanation of a decision, which I did not know that you had pronounced. You have under your hand, as well as otherwise, acknowledged the personal courtesy which you have received from me, even while I was refusing to adopt your views on important subjects of School Legislation. I always had and expressed great respect for your opinions on School matters, although I may have differed from them; and you have yourself declared that I had "devoted more time and labour to the subject than any public man with whom (you had) had to do during the last 30 years, and with an evident desire to render our School System as acceptable to all parties and as efficient as possible."

TORONTO, August 11th, 1874.

OLIVER MOWAT.

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

After two weeks' absence I returned to town Saturday afternoon, having visited an aged Brother, [the Reverend John Ryerson], who was beginning to recover from a severe illness.

On the 22nd I read for the first time your Letter of the 11th instant, for which I desire to express my sincere thanks, and the explanations of which are to me perfectly satisfactory. . . .

SEMI-OFFICIAL VISITS TO EDUCATIONAL INSTITUTIONS IN ONTARIO, 1875.

At the meeting of the Toronto University Convocation in October, 1875, the Honourable D. A. Macdonald was present. The proceedings of the Convocation opened with the presentation of the Prizes by His Honour the Lieutenant-Governor. The recipients were presented to His Honour by the Professors of their respective Classes, and as each came forward, His Honour greeted them with a few kind words of congratulation. On the conclusion of the distribution of prizes, the President, the Reverend Doctor McCaul, said it was usual for the Presiding Officer to deliver an Address at the close of the proceedings. It was not his intention to conform to the custom on that occasion, because there was an Officer of higher rank than himself present, and because they all wished to hear the inaugural lecture of Professor Loudon. He would not deny himself the pleasure of expressing to His

Honour how much gratification his presence there afforded them, as it showed His Honour took a deep interest in the progress of the College, and in the advancement of education as an important element in national greatness. Next to the righteousness which exalteth a nation, he considered the spread of education of vital importance, especially in such a Country as this, where, owing to the existence of the utmost political liberty, it was absolutely imperative that the people should be educated in order that they might exercise their right of franchise with intelligence. The System of Education established in this Province, free and unfettered, he believed to be the best adapted to such a Country as Canada, because out of the public funds it supplied the means whereby the son of the humblest man, whatever his politics, religion, or nationality, could pass from the Common Schools to the Grammar Schools, thence to the Colleges and Universities, and perhaps fill the highest office in the land,—even as high as that of His Honour, the Lieutenant-Governor—and be enabled to discharge the duties of that exalted station with credit to himself, honour to the place where he was educated, and with benefit to the community.

His Honour assured those present that never in his life had he felt so embarrassed. Surrounded by men of the highest culture and refinement, he felt that he had not the advantages they possessed. If, in order to discharge the duties of Lieutenant-Governor, it had been necessary to have received a University education, he would not have occupied the position he did. The Students whom he saw before him were happy in having secured the services of men who could impart to them that knowledge that would be the best passport for their future progress in almost any position they would be called upon to fill. Not having obtained a University Education he was the better able to judge of what was required by those who appeared there that day, in order to fit them for offices of public trust. For himself, he might say that when he accepted the position of Lieutenant-Governor he and politics parted company, and he should discharge the duties of the office without prejudice, or favour. In conclusion, he assured them that no one had more at heart the educational and general interest of the Country than himself.

THE LIEUTENANT-GOVERNOR'S VISIT TO THE INSTITUTE FOR THE BLIND.

During his tour in the Western Counties, the Honourable D. A. Macdonald, Lieutenant-Governor, visited the Institute for the Blind, at Brantford. After receiving an Address from the Corporation, the Lieutenant-Governor visited the Institute. Here he was shown over the Building by the courteous Officials, and minutely inspected the many improvements made for the comfort and convenience of the Inmates, expressing himself highly pleased with its excellent arrangements. Afterwards, he was conveyed to the Young Ladies' College. He was received by the Directors, and they presented him with an Address, as follows:

"In the name of the Directors, Faculty and Students of the Young Ladies' College, we heartily welcome your Honour to this College, both as Representative of our most Gracious Queen in this Province, and as occupying a high place in the esteem and affections of its People. We recognize your deep interest in and your earnest desire to promote the welfare of all our educational institutions. We believe that you will countenance and encourage, by every means which your high station permits, the furtherance of collegiate learning in the Province. Not less will you, we trust, give the weight of your influence to such efforts as ours to promote the higher education of Women. For this end this College obtained a Charter of Incorporation from the Legislature. Its

avowed aim is to provide that opportunity for the young women of our land. We are happy to say that our College received the approval of His Excellency the Earl of Dufferin, Governor-General of the Dominion, and that the Dedication Stone was laid by Her Excellency the Countess. We have much pleasure in calling your Honour's attention to the beauty of the location and the surroundings of the College, and to the elegance and arrangements of the Buildings. These make it a beautiful and attractive home for young women while pursuing their studies within its walls. While the College is under the guardianship of the Presbyterian Church in Canada, it is yet, in its course of instruction, in the fullest sense unsectarian. Since its opening last year it has met with so much favour from the community at large as to warrant the conviction that its success is now beyond a doubt. Your Honour is now surrounded by a band of intelligent young ladies, whose desire to obtain the higher learning and accomplishments which this College affords to its Students is itself an evidence that such Institutions as this are both wanted and appreciated in this Province. We sincerely thank your Honour for your gracious visit to our College. We wish you great prosperity in the administration of the public affairs entrusted to your care. We earnestly hope that the Divine Blessing may rest on your Honour's Government, Person and Household."

After making a suitable reply, His Honour retired.

THE LIEUTENANT-GOVERNOR'S VISIT TO THE AGRICULTURAL COLLEGE.

At Guelph the Lieutenant-Governor visited the Agricultural College. At the Study Hall, His Honour was received by the assembled Students, and was presented with the following Address:—

"We, the Students of the Ontario School of Agriculture, take the liberty of addressing you on the occasion of this visit to our Farmers' College. We are proud, on the one hand, of having the privilege of welcoming a distinguished Canadian as the Representative of our Sovereign, and, on the other, of our connection with an educational Institution which, in our opinion, is one of the most important the Province possesses. Established as it was for the purpose of training such as we are in the science and practice of Agriculture, and conducting experiments at the public expense, which, single handed, no one in this new land could undertake, we are enabled to testify that in our judgment it will speedily attain that end, and thus, by indirectly increasing the quantity and quality of agricultural products, greatly augment the material wealth of our Country. Whilst your Honour may observe the results of our physical labours in the improvements in which we have assisted, we well know that years must elapse ere the results of our technical training can be appreciably felt. Taking this visit as a pledge of your interest in our Institution, we would respectfully ask you to remember us in your yearly appropriation by a liberal provision. And although it may be the rosy dawn read by youth's eyes on the cloud of the future, we nevertheless firmly believe that the objects for which this Institution was established will be attained, and can only promise that every action of ours will be directed towards the attainments of so desirable an end."

His Honour said he was exceedingly obliged to the Students for their Address. This was the first visit he had ever paid to an Institution of this kind, and he hoped that if required others would be established throughout the Country. He should assist as far as possible in making them successful. He was not quite a stranger to Agricultural pursuits, and so would be able to form an opinion on what he should see on the Farm.

VISIT OF THE PREMIER TO THE WOODSTOCK LITERARY INSTITUTE.

During the visit of the Premier of Ontario to Woodstock, at the opening of the Port Dover and Lake Huron Railroad, the following Address was presented to him by the Authorities of the Literary Institute there:

"The Professors and Teachers of the Canadian Literary Institute most cordially welcome you on this your first visit to the Institute, and most sincerely thank you for the honour you have done to the School under their charge. We are here laying the foundations of a good education, as broadly and strongly as we are able, and are confidently anticipating, as the demands before us increase, that the means of carrying the structure yet higher, and of perfecting its details, will be provided. We depend entirely upon voluntary contributions, and we have never asked, or received, Government aid in any form. As citizens of 'his great Country we simply ask "Fair play and no favours." We are prompted to make this brief confession of our faith on this occasion by the conviction that we are addressing one who not only strongly sympathizes in our work, but who cordially supports the principles upon which it is conducted. We are enjoying a privilege in being permitted to address a Gentleman so highly distinguished, not only by position, or by his great general services rendered to this Country, but by signal services rendered to the cause of education, to which our lives are pledged. And should the Honourable Adam Crooks become Minister of Education, as currently reported, we are fully persuaded that yet greater service will be rendered to that cause which lies at the foundation of our Country's welfare. In addressing you upon an occasion like this we cannot forget that our lot is cast in "old Oxford," which proudly claims to be central in position, to be accessible from all quarters, to be healthy in climate, liberal in sentiment and progressive in spirit. In conclusion, as Teachers of the Institute, we strongly sympathise with our fellow-townsmen in their unanimous desire to have the Normal School for the western part of Ontario located in this town,—as a permanent source of good to the Town and County at large. Expressing our highest esteem for and confidence in you as a public man, and again thanking you for the honour you have done us, we subscribe ourselves, on behalf of the Faculty of the Canadian Literary Institute."

The Honourable Oliver Mowat replied in general terms, and returned hearty thanks for the words of good will contained in the Address. He spoke of the great progress the Institute has made since its commencement, and hoped it would go on and prosper in the future as in the past,—a wish in which he was sure all true Canadians, who had the welfare and the proper training of the young at heart, would share.

OPENING OF THE ANDERSON SCHOOL HOUSE, LONDON.—SCHOOL REMINISCENCES OF FORMER DAYS.

In October, 1875, the New School House in London East was opened under the most favourable auspices. On the motion of Mr. Murray Anderson, Chairman of the School Trustees, the Reeve of the Village (Mr. A. M. Ross) was called on to preside.

The Chairman congratulated the villagers on the acquirement of such an excellent School-house; the Trustees certainly deserve great credit for the taste they had displayed in the style of the Building. He was in favour of Taxes for Schools, and for the provision of a good education for their children. That was a tax, when judiciously laid on, as in the present case, he never regretted. It is but right to educate our children thoroughly, and thus to prepare them for their being able to battle with the world, and take their proper part in it. He referred to the large sum required by the County of Middle-

sex for the Administration of Justice, and maintained that with plenty of education for the rising generation, that sum might soon be greatly reduced, and the cells in the prison become tenantless. He trusted that such a consummation was not far distant. But a School-house like this is not only an advantage to education—it has a tendency to elevate the tastes of the young and promote their refinement.

There was a great difference between the Schools of Canada nowadays and those to which he was accustomed in his early days. While he was very young his Father settled in the Township of Adelaide, then an almost unknown district. That was in 1832, and for 10 years after there was not a single School House in the neighbourhood. In 1843 the Speaker was sent to a School. It was a simple Building, not like that in which they were now assembled; but one constructed of round Logs, piled above one another, and from roof to ceiling was only some 6½ feet in height. The floor was of bass wood logs, hewn down, cut in two, and, in their rough state, laid. The seats were made of the same material, and were set round the sides of the Building, the faces of the children to the wall, their backs to the Schoolmaster. He did not believe there was a dozen nails used in the entire construction. There was no Government or County aid to education then, and the Teachers made a living in rather a novel way—they went round from one family to another, boarding a week at each place. He related several laughable incidents of School life in those days; and gave a description of the rather primitive Text Books then used, and whilst Lord Metcalfe was Governor. In 1844 things were changed. The Reverend Doctor Ryerson in that year, seeing the necessity for an improvement in this rather backward state of matters, visited other Countries, in order to produce a better System of Education for the children of the Country. He afterwards specially visited Ireland and Germany, and on his return he recommended one series of Lesson Books,—a proposal which was adopted, and afterwards, through his efforts, the Normal School at Toronto was erected, and a subsidy granted by the Government for the promotion of education. From that day to this the educational facilities of the Country had gone on increasing, and would do so for the future. Doctor Ryerson introduced the Free system of education into the Country, of which system he spoke in glowing terms. So much had the Mother Country thought of it, that they had in 1866, when the Committee on Education was sitting in England, consulted Doctor Ryerson to get his advice in reference to the best system of National Education for Britain. Mr. Ross impressed on the Parents present the necessity of giving their children not only a good secular education, but to imbue their minds with Religious principles, and thus prepare them worthily to fill the place of their Fathers. If they went on in their work of building School Houses, providing them with good Teachers, and thus securing to their children the heritage of a good sound education, there was no fear of the future of the Province.

Mayor Cronyn expressed himself as happy at being present, and congratulated the Trustees on their energy in erecting such an excellent Building. From the good which would likely accrue from the erection of the School he was sure they would be willing to bear their share of the taxation. They had great reason to be proud of their Municipality, and of the Gentlemen who so ably represented them, as well as of their School-house. It was necessary that there should be trained Teachers for these Schools, and and he expressed a hope that, with this purpose in view, the council in London East would do all in their power to assist the City Council to have the proposed Normal School for the West located in London. For many years education was the delight of his beloved Father; and it would certainly have amazed and pleased him to have seen the Building in which they were now met erected in which, in comparatively recent times, was a wilderness.

Mr. Manville, Chairman of the City School Trustees, remarked that he was deeply interested in anything which had the promotion of the education of the mass as its aim. He argued that to make men intelligent is to make them good. Let the young mind be brought under the influence of proper training, and it will bring its proper influence to bear on the world in time. He impressed on Parents the duty of doing all they could to

help the Teachers, by home training their children. They all rejoiced that the policy of the Country was the diffusion of the greatest possible knowledge amongst the greatest possible number; and that they had a System of Education destined to raise our Country to such a state of culture as will permit of few Countries being like this Canada of ours.

Councillor Waterman enlarged on the excellence of their National System of Education. This is a Country, said he, in which every one can give his child a fortune, and that fortune is a good education. If he has a good training, no matter where he goes, he is sure to be able to make his way in the world and secure a livelihood. He impressed on Parents the necessity of having their children attend regularly at School, and giving them a Religious training. He referred to laxity in attendance, and the Prussian compulsory system, of making the Parents responsible for the attendance of the child at School. He congratulated the villagers on the School now opened, and trusted they would soon be able, through the increase of their population, to have a Central School in the Village, where the higher branches would be taught. . . .

Mr. Murray Anderson, Chairman of the Village School Trustees, gave an account of the proceedings taken to get the School now opened erected. He thought their School-house, as furnished, was second to none of the kind in the Province.

The Reverend Mr. English referred to the progress made by London since he went to School. Forty-five years ago the only School in London was an old Log House, which not only served that purpose, but was made to do duty as Church, Town Hall, and temporary Prison. Things had greatly improved since then, and their Meeting to-night was another evidence of that. He said their new School was the neatest and best furnished School he had seen in the Dominion, and he had travelled a good deal.

Councillor Gough touched on the many privileges now enjoyed by the community, compared with the early days of the Pioneers, and made a number of well-timed hints to Parents. He moved a vote of thanks to the Trustees for the energy and economy displayed by them in erecting the Building, which was seconded by Mr. Waterman, and unanimously agreed to. He suggested that the Building should be named "The Anderson School House," as a memento of the Chairman's arduous labours.

A collection was made for the purpose of procuring a Bell to the Building. The sum was more than made up.—*London Free Press*.

THE LORETTO ACADEMY, LINDSAY.

A very handsome educational Building has been recently erected at Lindsay, under the direction of the Reverend M. Stafford, one of the most enlightened and indefatigable friends of education in Ontario. The Separate Schools of Lindsay have long been reported to the Education Department as among the best and most efficient in the Province. From the enterprise and ability of Mr. Stafford, who has their interests so deeply at heart, these Schools reflect great credit upon his zeal and judicious supervision of them:

In the Academy just opened by the Ladies of Loretto for the education of young ladies, Lindsay can justly boast of having one of the finest of the kind in the Province, in the complete and tasteful equipment of the spacious Building that has just been erected. This handsome edifice has been erected from Plans prepared by Mr. Wm. Duffus, Architect, under the direction of the Reverend M. Stafford. Great care has been displayed in providing every requisite for the health and comfort of the inmates, and the question of ventilation has been solved by simple and efficient machinery. The Room is decorated with an admirable series of Object Lessons. There are two hundred and thirteen of these Object Lessons, each giving a very careful representation of some member of the Animal kingdom, with a few lines of descriptive or explanatory letterpress. No better method could be devised of imparting a knowledge of the important, or wonderful, or curious, among the Birds, or Beasts, or Fishes. Ascending to the second storey are the Class

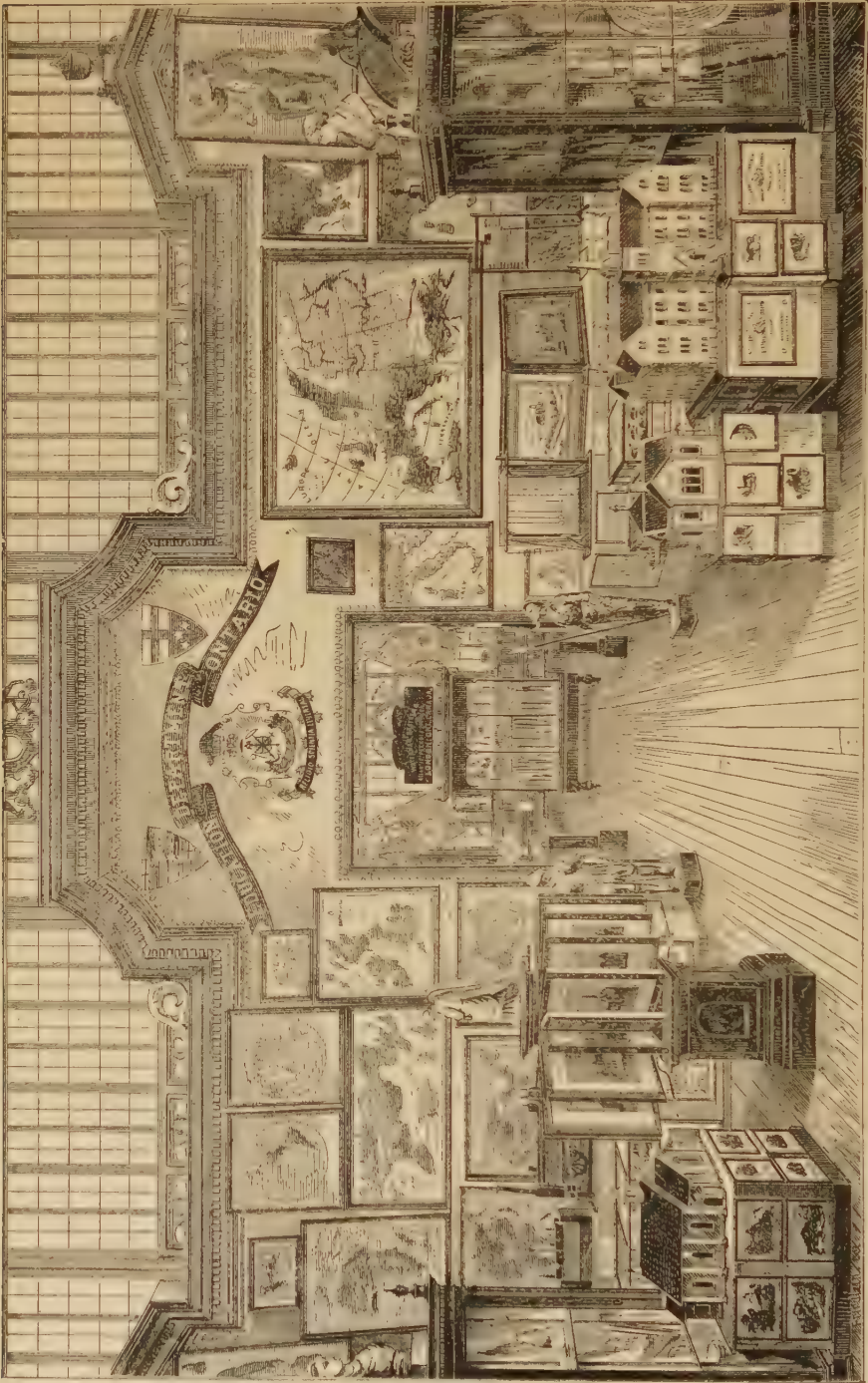
Rooms for the young ladies, two spacious apartments also decorated with all the most modern and approved appliances for objective teaching—a terrestrial Globe, an admirable series of Astronomical Charts, with Charts showing the Climatology of the Earth—Mountains, Animal ranges, and also historical and Biblical Charts. In the north-eastern room are Johnson's illustrated series of Object Lessons in Natural History, Physics, etcetera. The educational facilities of the Institution are of the best; nothing, indeed, has been spared to render the Studies clear and pleasing and attractive—as, indeed, must be the objective method of teaching with firstclass Apparatus, as compared with the old plan of memorising abstract definitions.

Perhaps the most distinctive feature of the building is the system of Ventilation, which is, if not perfect, much nearer perfection than any yet devised. The Builders set out with the intention of securing perfect ventilation, and all plans were subordinate to this one idea. From the basement two large iron shafts are carried to the roof, and enclosed in a brick wall, so as to allow considerable space around the shaft. Numerous registers near the floor and near the ceiling in each Room communicate more or less directly with these shafts. The same principle is carried out independently in Rooms not connected with the shafts, and in the wings. In the basement is simple yet powerful machinery for controlling the air supply. Here also are two large furnaces. A portion of the heat from the furnaces goes up the long shafts, which also enclose the smokepipe, and the air in the shaft being rarefied, ascends, the air from the different Rooms rushes in, and its place is taken by fresh air. Thus the respirated air is regularly drawn off, and a pure supply brought in so quietly that there are no drafts felt in the room, and there is no possibility of catching cold from an open window. Both in the heating and ventilating arrangements the quantity can be regulated to the nicest shade. Every Room is provided with a Thermometer, and the mercury is kept at 60°—a temperature that, with the excellent supply of pure fresh air, is mild and agreeable. Each Class Room is designed to accommodate about fifty Pupils—and no more—but if the Rooms were packed to “their utmost capacity,” the air supply would maintain an atmosphere as pure and fresh as ever. The ventilating system of this building is the same as that in the New Normal School at Ottawa.—*Lindsay Canadian Post*.

THE ONTARIO EDUCATIONAL EXHIBIT AT THE UNITED STATES CENTENNIAL EXHIBITION OF 1876.

When it had been decided by the American people to hold a grand International Exhibition in the United States in honour of their Centennial of 1776-1876, energetic steps were taken in that Country early in 1874, so as to secure, at that important gathering, a fitting representation of the educational enterprise and growth of the Republic. A meeting of representative Educationists was convened at Washington by General Eaton, the United States Commissioner of Education, in the month of January, 1874, at which a series of recommendations were issued to the Educationists of “each State and Territory in the Union,” inviting them to co-operate in this important matter. In January, 1875, another meeting on the same subject was convened at Washington to appoint an Executive Committee to co-operate with the Centennial Commission in this matter.

In this Province nothing was done towards taking part in the Exhibition until the Autumn of 1875, when the question was considered as to how we ought to enter into a competition with more advanced countries, especially the United States, in a subject requiring so many years and such favourable opportunities for development. It was, however, thought desirable that while efforts in almost all other departments were being energetically put forth by the people of Ontario, in response



ONTARIO EDUCATIONAL EXHIBIT, CENTENNIAL EXHIBITION, PHILADELPHIA, 1876 (FRONT VIEW).

to the friendly invitation of our neighbours, the Education Department should endeavour to contribute something which might show that satisfactory progress had been made in our Educational System during the first twenty-five years of its existence, as well as in our material industries. It was due to the people of Ontario that this opportunity should not be lost for comparing the working of our System of Education with that of older communities circumstanced somewhat like our own.

Under these circumstances, and before his retirement, the Reverend Doctor Ryerson, late Chief Superintendent of Education, at the request of the Government, authorized me to prepare a scheme in detail (which I did) of the proposed Ontario Exhibit. He also issued a circular, based upon that scheme, to the Inspectors and School Trustees of Ontario, in November, 1875, urging them, (and suggesting means by which they could do so,) to contribute specimens of pupils' work, and Photographs of their School Buildings, to the Educational Exhibition at Philadelphia, which were to be held in May of the following year.

The United States Centennial Commissioners, having constituted the Honourable General Eaton's Bureau at Washington, "the Central Agency for carrying out the educational plans of the Exhibition," a sufficient number of copies of the "Practical Suggestions respecting the preparation of Educational Material for the Exhibition," by General Eaton, were procured from him, and largely circulated throughout the Province. The following special notification was also addressed to the Heads of Colleges and other Educational Institutions in Canada:—

The Minister of Education desires to inform you that he will, with much pleasure, send with other educational material to the Centennial Exhibition at Philadelphia, any Reports or Statistics connected with your College or Institution. As the Public and High Schools and the Collegiate Institutes will be represented pictorially, it is desirable to also have large Pictures of the various Colleges and other Educational Institutions of the Province represented at this International Exhibition.

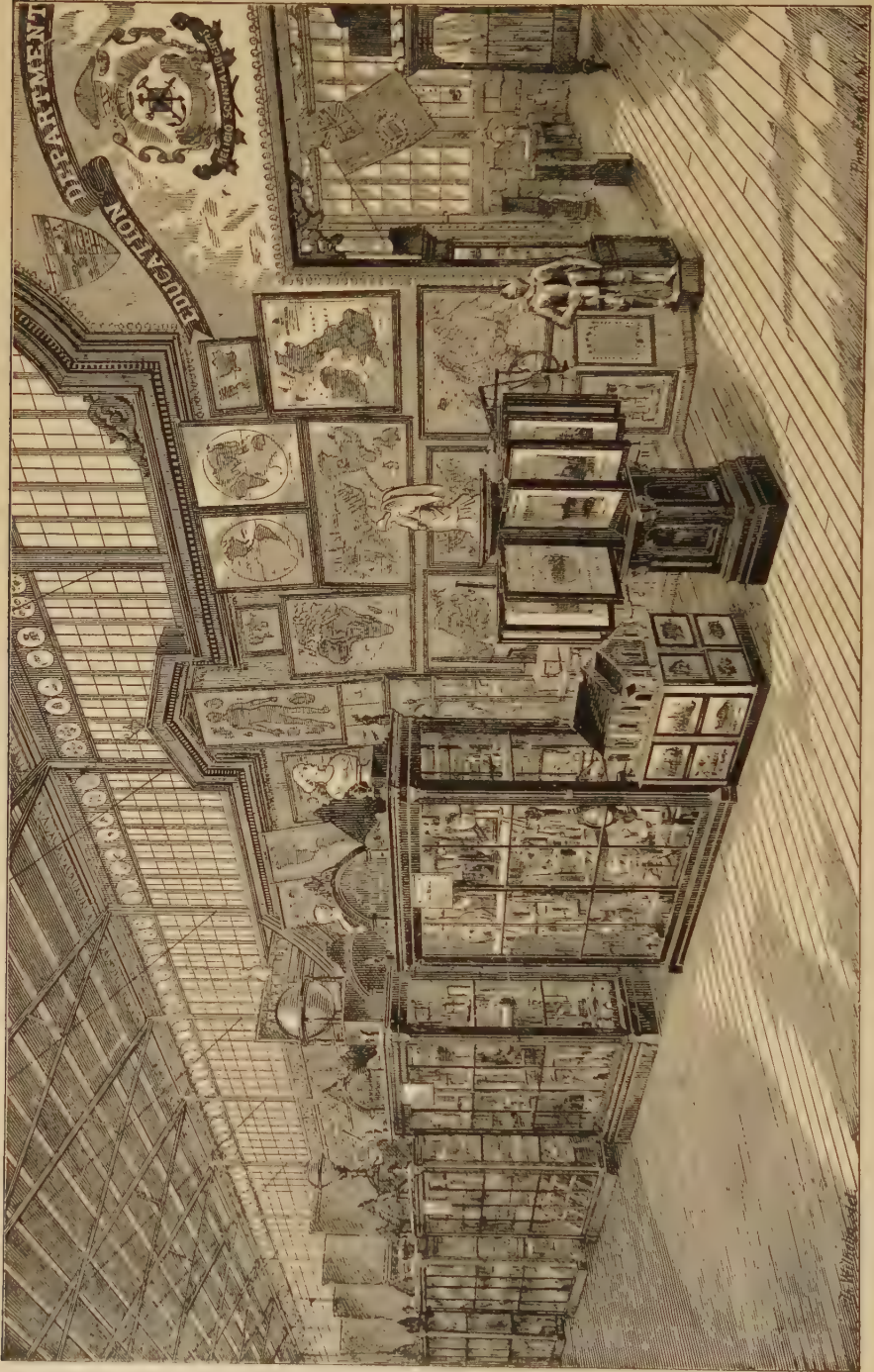
The result was that we were thus enabled to procure a number of photographic negatives of School Buildings in Cities, Towns, and Villages, and also a variety of Pupils' work, from which a careful selection was made for the Exhibition. The Photographs were all enlarged to a uniform size, and these, together with Photographs of Universities, Colleges, and the more prominent Private Schools, were mounted uniformly, and arranged on a handsome Revolving Stand for the Exhibition.

ONTARIO EDUCATIONAL "EXHIBIT" AS SET UP AT PHILADELPHIA.

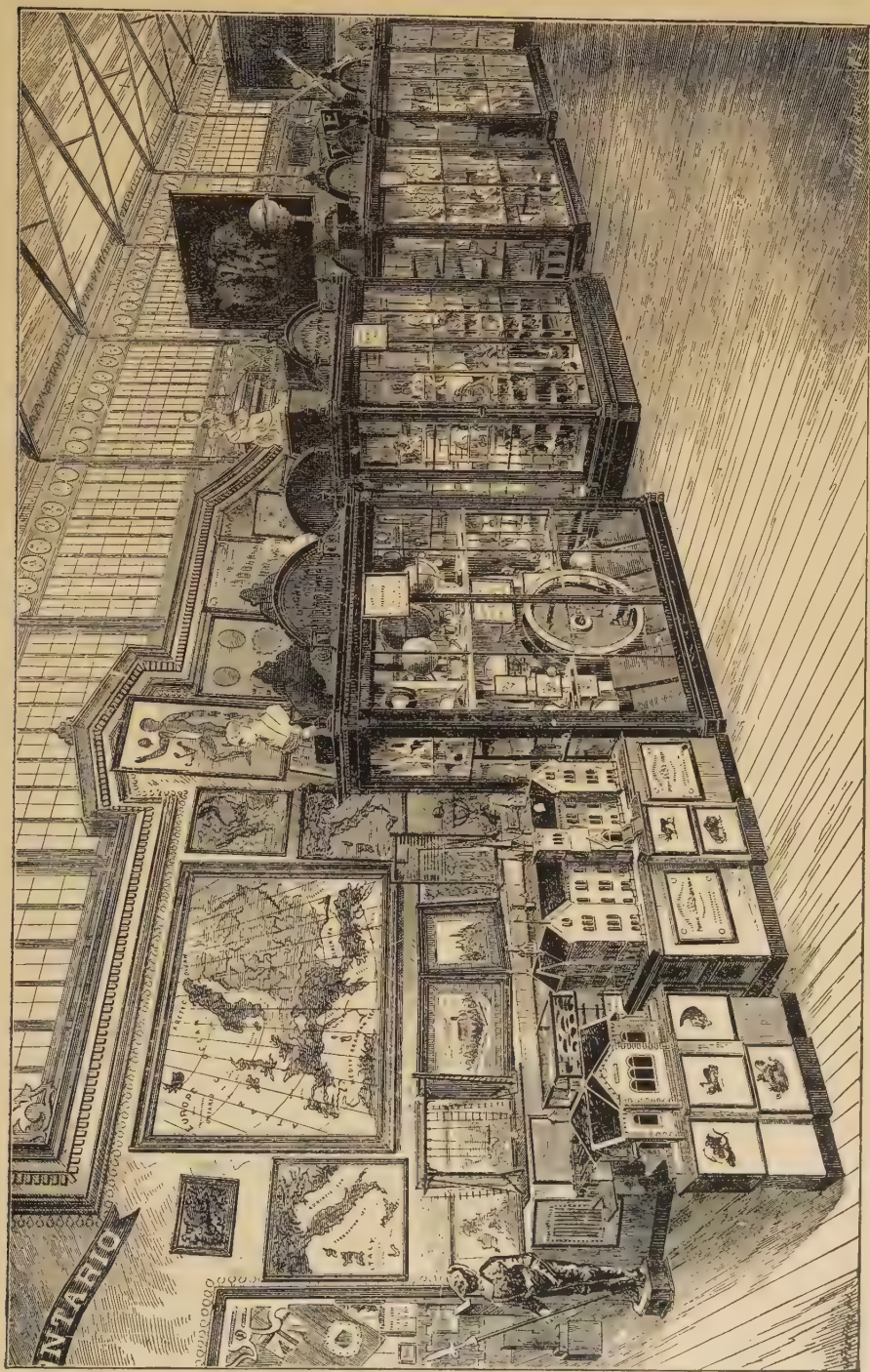
The whole number of articles sent by us to Philadelphia was nearly 2,000, valued, when "set up," including fittings, at about \$10,000.

The position of the Ontario Educational Exhibit in the main Building was admirable. It was situated in the midst of the group of England and her Colonies, and at the head of an Avenue leading up from the arch forming the entrance to the whole Exhibit of the "Dominion of Canada" in the main Building.

The space finally allotted to the Ontario Department was one hundred and ten feet in length by about twenty-five in breadth. At the back of the Exhibit was a Partition thirty feet high surrounded by a heavy, deep cornice. In the centre of this Partition and surmounting the Archway, were the Royal Arms, underneath which were the Arms and Motto of the Department ("Religio, Scientia, Libertas"),



ONTARIO EDUCATIONAL EXHIBIT, CENTENNIAL EXHIBITION, PHILADELPHIA, 1876 (NORTH-WEST VIEW).



ONTARIO EDUCATIONAL EXHIBIT, CENTENNIAL EXHIBITION, PHILADELPHIA, 1876 (SOUTH-EAST VIEW).

and the words in large letters: "Education Department, Ontario," (as seen in the illustration herewith).

In the space allotted to Education in the Canadian Court, were a number of glass Cases placed in symmetrical order, and fitted with various articles exhibited. Although the general plan and principal features of the Exhibit were sketched under my supervision, yet the whole arrangement at Philadelphia of that Exhibit was left to Dr. May, Superintendent of the Educational Depository, aided by his skilled assistants, Mr. J. Carter, of Toronto, and Mr. A. M. Potter. The taste and judgment which Doctor May displayed in grouping and arranging the material placed at his disposal, was highly commended by all parties. The Exhibit thus arranged, deservedly gave grace and finish to the whole display grouped about it, of which it formed the central part.

On either side of the Avenue, as shown in the Illustration, were three large glass Cases, in which were tastefully arranged and classified the various objects exhibited. . . . These Cases were surmounted with life-size busts of Shakespeare, Herschel, Newton and Faraday, as well as those of the Prince and Princess of Wales.

CHARACTER AND SPECIALTIES OF OUR ONTARIO EXHIBIT.

In the centre of the Educational Exhibit were some of the specialties of our collection (as will be seen in the Illustration). These consisted of exterior and interior models of School Buildings; a revolving stand containing a number of Photographs of Schools, Colleges, Universities, and Public Buildings of Ontario; Photographs of the Education Department, and of the Normal Schools of Toronto and Ottawa; a collection of the Great Seals of England, from William the Conqueror down to Her Majesty the Queen; raised maps of Europe, Greece, Italy, France, Palestine, etcetera, and two Figures in armour. Within the Cases, and grouped historically, Busts of noted Greek, Roman, French, Spanish, Italian, Swiss, Belgian, American, German, and English writers and scientific men. These, with a number of Statuettes of German Emperors, beautifully coloured, *en costume*, constituted a most interesting Ethnological collection.

It was, however, universally acknowledged by all of the Educationists who visited the Exhibition, that the chief excellence, as well as the special characteristic of the Ontario Educational Exhibit, was its comprehensive and varied collection of educational appliances, in the shape of Maps, Charts, Globes, Diagrams, Models, Object Lessons, and a most extensive variety of School Apparatus. The number of articles in this extensive collection, which was in our Exhibit, was over 1,000, and was the result of years of careful selection and adaptation for Schools under these heads.

Another practical feature of our Exhibition which has been the means of greatly stimulating Teachers in their profession was a collection of Books (called the "Teachers' Library"), which had references to the Science and Art of Teaching, the Discipline and Management of Schools, National Education, School Architecture, Educational Biography, the Science of Language, and other practical subjects, relating to the Teachers' profession. It is gratifying to know that so highly were these invaluable aids to a Teacher in his work regarded, that the Education Commissioners from Japan selected the entire collection for the Education Department of that Empire. . . .

The question was often asked by Visitors: "Are these Object Lessons, Maps, Charts and Apparatus in general use in your Ontario Schools?" Our reply was, "The Object Lessons, Maps, Charts, and Globes are in pretty general use; but many of the more expensive kinds of Apparatus, or more difficult instruments, are rarely used. Nevertheless, our object is to obtain samples and supplies of all kinds of articles which might be useful in our Schools. As the Teachers become better trained and the Schools more efficient, they require, and should have, the very best kind of school material. We, therefore, keep in our Depository and Educational Museum the greatest variety of these useful and necessary articles."

The Reverend Mr. Fusseli, a British Juror at the Vienna Exhibition of 1873, in his Report "on Educational Appliances," speaks of an Educational Exhibition as:—

"An exhibition of appliances and instruments, rather than of accomplished results." Such an exhibition, as every Educationist must know, is by far the most instructive and valuable, for it reveals the mechanism of the inner "life" of the System, and the contents of its "tool-house of practical education." It deals not with results, but with the means and processes of education.

This was the main purpose and object of the Ontario Exhibit. In carrying out this idea, the Exhibit was so planned and furnished that a stranger, if he should be able to devote time to a careful study of the abundant information and material placed before him, would, without difficulty, understand the whole structure and policy of our Educational System,—its history, progress and development, and the means employed for making it effective for the purposes which it was designed to serve in its establishment. He would also see at Philadelphia what had been done and was doing in Ontario for the training of Teachers; for securing a uniformity in methods of teaching and Text books; for providing an ample supply at the cheapest rates of the best school material in the shape of Maps, Charts, Models and Apparatus; for improving the construction and condition of School Buildings and Premises; and for supplying the Pupils at a nominal cost, (during the process of their education and at a critical period of their life.) after the taste of reading had been developed, with the greatest possible variety of the best and most wholesome literature which the press of England and America produces.

Thus an intelligent enquirer at Philadelphia into our Ontario System could understand the whole philosophy of our educational plans; take in at a glance the outlines of the entire structure of our Educational System, and could understand its practical working. Such, at least, was our aim, and such it was felt we were able to accomplish, by reason of the comparative completeness of our Educational Exhibit at the Centennial.

OPINIONS OF DISTINGUISHED UNITED STATES EDUCATIONISTS ON THE EDUCATIONAL DISPLAY OF ONTARIO AT THE CENTENNIAL EXHIBITION, 1876.

Having been appointed by the Government as the Commissioner in charge of the Ontario Educational Exhibit at the Centennial Exhibition, I reached Philadelphia early in July, 1876.

It gave me a great deal of pleasure to meet with, and explain to, the United States and Foreign Representatives, as well as Members of "The Press."

The Honourable Alexander Morris, the Executive Commissioner from New South Wales, in a Letter to the Honourable Adam Crooks, Minister of Education, said:

I am sorry to learn from Dr. Hodgins that you did not think it was within your discretion to send to the Exhibition in Sydney a portion of your admirable Exhibit at the Centennial. I am sure there is nothing which so fully shows the extraordinary progress of Canada as the Educational display of Ontario. When I was seeking for information on educational matters, one of the Professors of the University of Pennsylvania recommended me to visit Ontario, as I would there learn more on those subjects than in any other country. He pointed to your Exhibit as a proof.

The second opinion is that of M. Buisson, Chairman of the Committee of French Gentlemen representing the Minister of Public Instruction at this International Exhibition. He said:

Of all foreign countries those which attract the most attention, because they make exhibit of new material, are Russia, Japan, and the British Colonies—Canada at the head . . . I desire to speak of the exhibition made by Ontario . . . It occupies in the Educational Department of the Exhibition a place too important not to be studied by itself. Its affinities and its differences with the United States of America are such, that we can comprehend more quickly and better its exhibition, when we are familiar with that of the United States.

To make a brilliant educational exhibition by the side of that of the United States was not an easy thing to do, and for Canada to have succeeded in doing it goes to prove that her Schools are in a very prosperous condition. That such is their condition, in fact, seems clear from all kinds of Documents and Photographic specimens, and specimens of Maps in relief, which were brought together at the Exposition.

There exists at Toronto, the Capital of Upper Canada, an Establishment the like of which we would be glad to see at Paris. It is a Pedagogical Museum, embracing School Furniture and Apparatus, Maps, Charts, Books and Documents relating to Teaching and Schools, Objects of Art and Industry; in short, all that can serve the practical purposes of education. Adjoining the same building is the Normal School, with its several connected departments of Model Schools, which are themselves beautiful Schools. The main Building contains a Book, Map and Apparatus Depository, like those of the City of Paris, and Bureaus for the administration of the affairs and Laws of education. The Building possesses a fine Theatre, Vestibule and Halls, in which are placed the busts of the great men of all nations.*

OPINIONS OF THE AMERICAN PRESS AND EDUCATIONISTS ON THE ONTARIO EXHIBIT.

In speaking of the meagreness of the Exhibit from England, the Honourable Ellis A. Apgar, State Superintendent of Public Instruction, New Jersey, says:—

While we are surprised that England did so little, we are astonished that our northern neighbour, one of her Provinces, did so much. Ontario presented the finest collection of expensive School and College Apparatus exhibited. Without enumerating

*Among those of France were Henri I., Henri II., Henri III., Henri IV., Sully, Richelieu, Buffon, Cuvier, Napoleon I., Napoleon III., Voltaire, Robespierre, Laëonnaire, and Eugénie. In addition, we had the following from our Collection on exhibition at Philadelphia, arranged and catalogued under the head of historical "Ethnography": L'Hôpital, Diderot, Rousseau, D'Alembert, Descartes, Montaigne, Molière, Bossuet, Boileau, Racine, Chateaubriand, Dupin, Beaumarchais, Sainte Pierre, Delille, Lavoisier, Jacquard, Nodier, Lallemand, De Balzac, Paré, Malherbe, Étienne, Lebrun, Greuze, Malesherbes, L'Abbé de L'Épée, and Lamartine. Further, we had in the same Museum which M. Buisson visited, a very extensive collection of casts of medals of all the French Kings and most of the distinguished men of France, besides small busts of Sully, Beranger, Beauharnois, Fontenelle, La Bruyère, Rabelais, Corneille, Mesdames de Staël, de Pompadour, Roland, G. Sand, La Fontaine, as well as statues of Claude, Poussin, and J. Paul, and a statue of Joan of Arc.

the articles, I may simply state that it is doubtful if one could find anywhere on sale a piece of School Apparatus for any grade of School, from the Kindergarten to the College, that was not in the Ontario Exhibit. This Province also exhibited a limited amount of School Work, including some excellent free-hand Drawing, Map Drawing and Penmanship. She also showed us about fifty Photographs of their finest graded and high School Buildings. They are all good, substantial structures.

The Honourable J. P. Wickersham, State Superintendent of Public Instruction, and Editor of the *Pennsylvania School Journal*, says:—

England has contributed very little to the Educational Department of the International Exposition. This neglect is somewhat compensated for by the fine display made by her vigorous Daughter, the Province of Ontario, Canada. This Province has for thirty years been making efforts to build up an efficient System of Public Education. At the head of the Department of Education has stood the Reverend Doctor Ryerson, well known in the United States, and distinguished alike as a scholar, a gentleman, and an enthusiastic worker in the cause of education. As a result of his wise administration, with the co-operation of the most intelligent citizens, Ontario has made such progress in her School affairs as to warrant her appearance at our Centennial Exposition to compete in respect to them with us and with the world.

Mr. R. H. Dana, in the *New York Tribune*, says:—

Great Britain has made no representation of her Educational System. Our neighbours of Ontario, by the care and labour which they have given to this Department, show how much more important they hold this subject. . . . There are in the main Building several Models, ingeniously built, of the principal Colleges and Schools. There is also a more complete display of the Apparatus of teaching than is to be found elsewhere, from Froebel's balls and primers to costly scientific Instruments, coloured casts and manikins for advanced classes in Physiology, dissected Steam Engines, and raised Maps for the use of the blind, etcetera.

The *New York School Journal and Educational News* says:—

Our northern neighbours make up for the negligence of the Mother Country by sending a magnificent exhibit of their School System. It includes Models of School Buildings, Photographs of the Education Department at Toronto, the Normal School at Ottawa, and other elegant School Buildings, and full Cases of Apparatus, from the counting frames of the Primary Department to the elegant Philosophical Apparatus of the High Schools and Colleges. There is a fuller exhibit of Apparatus here than in any other department. On large frames suspended by side hinges is shown the work of the scholars, including first-rate Map Drawing and Penmanship, and Free-hand and Mechanical drawing from the School of Practical Science at Toronto. The samples of School Furniture are noticeable, also the elegant Relief Maps and Object Lesson Cards.

The *Philadelphia Press* says:—

. . . The articles exhibited in the Ontario Educational Court, and the taste displayed in their arrangement, is quite noticeable. The Visitor's attention is attracted by a long ornamental wall covered with Maps and Charts of the most elaborate finish. The Maps and Charts displayed on it are manufactured in Toronto under the superintendence of the Department. For clearness, distinctness, and beauty of finish they are admirable. The Charts and Diagrams representing Botany, Zoology, and the various branches of Physics, etcetera, are most elaborate, and yet bought at such low prices under this admirable system that every School can afford to purchase them.

The School Apparatus illustrating Pneumatics, Hydrostatics, Hydraulics and Electricity, etcetera, is not surpassed in the Exhibition, and there is no doubt that the Ontario Educational Court has awakened many to the importance of the Canadian way of management. . . . The Government of Ontario certainly acted a wise part in bringing their Educational System so prominently before the Centennial Visitors. Another handsome feature is well-executed Photographs and Models of School Buildings, together with a number of historical Charts, and Busts of celebrated men. There are also displayed Photographs and engravings of historical events and the different epochs of importance in Old World history—copies of the seals of the Norman Kings, the Plantagenets proper, the Houses of Lancaster and York; the Tudor, Stuart and Guelph periods, embracing a full collection from the time of William the Conqueror to the reign of Queen Victoria; also a large glass case fitted up to illustrate Object Teaching. The importance of teaching the various branches of Natural History is realized only by examining these beautiful specimens.

The Philadelphia Herald says:—

On the northern side of the Main Building there is an Exhibit which is well deserving of the closest scrutiny and the careful thought of every public-spirited citizen and Visitor. It embodies the workings of the Education Department of Ontario, and shows in a thorough manner the admirable system of training the young idea in vogue "across the border." Eleven large glass Cases are situated in the hall, and space is provided for special features upon an extended wall. The Educational Court is represented by specimens of philosophical instruments, Maps, Charts, Diagrams, Text Books, which are kept in the Department for the purpose of supplying the Public and High Schools with material for the instruction of their Pupils.

Over the principal Archway, or entrance, to this section is the British Royal Coat of Arms, handsomely embellished and the largest in the Building, and on either side of it is the Shield of the Dominion arms and that of Ontario, while beneath the latter is displayed the Coat of Arms of the Education Department of the Government. All kinds of instruction for the conduct of School Meetings and the Regulations of Instruction Rooms, prepared by Doctor Hodgins, the Deputy Minister of Education, are shown, and last of all, but perhaps most interesting, are samples of work done by Pupils of the Public Schools, consisting of pen and ink Sketches, Maps, Drawings and Writing, which indicate the value attached to the modes of instruction, if not a certain precocity upon the part of some of the children. Models and Photographs of School Buildings are provided.

The Philadelphia Press says:—

The necessity of Object Teaching is now an acknowledged fact. It has been demonstrated that the future progress of our Country and the advancement of commerce are dependent upon the progress of science. We have carefully examined the various educational exhibits, to ascertain what our educationists are doing in this respect, and are pleased to find that many of our States have adopted the Kindergarten system for very young children. The Country that exhibits the finest collection of Educational Appliances for this important branch of Education is Ontario. The Exhibits of the Canadian School-apparatus manufactured in Toronto, in the Ontario Education Department in the Main Building, have received the International Judges' award for their excellence and cheapness. The system adopted by them to teach Natural History is acknowledged to be superior to the old, dry methods by Books and Charts; instead thereof they teach from nature. For example, take Botany: They have Cabinets containing the raw and manufactured material, from which the child is gradually brought to understand the nature and uses of the Plant examined. The models exhibited for teaching Philosophy and Anatomy

are superb. More information can be gained of the true position and the formation of the organs of Circulation and Respiration, the necessity of cleanliness, the importance of attention to the Teeth, by studying these models than can be obtained from books. This system of teaching Chemistry, too, is considered by experts to be very superior. The Laboratories for Teachers and Normal School Students are marvels of cheapness. They contain all the chemicals and apparatus to perform the ordinary experiments with the metalloids as found in elementary books on chemistry.

The American Publishers' Weekly says:—

The Bookseller's eye is most likely to be attracted at first sight to the large Case containing Books in the Government display for the Education Department of Ontario.

Le Courier des États-Unis says:—

The Canadian Exhibition has over the American one (to which it can only be compared in the proportions of the two Countries) the advantage of a perfect order, of an intelligent and methodical classification that presents a sort of tabular synopsis of the resources of Canada in all branches of Natural, or Industrial, production. One would say it was a book that one opens, where the matters are arranged chapter by chapter, following a logical chain that goes from the simple to the composite in such a way that, having reached the end, the reader has his memory stored and his mind edified without effort as without confusion. . . . Finally, and of this the Canadians have, above all, the right to be proud, the section of Public Instruction deserves to be studied with particular care, even by nations who pique themselves on possessing the best methods of teaching.

The Christian Advocate of Buffalo says:—

The Education Department of Ontario, Canada, makes by far the most extensive display of School Apparatus at the Centennial of any Nation. Seven large show Cases in the Main Building are filled with such articles as a selection of some hundred Volumes from the School Libraries, showing excellent taste; Zoological and Botanical coloured Charts, the objects on the latter greatly enlarged; Philosophical Apparatus of large size and elegant finish; Object-lesson Cards, the picture of the Animal or Plant being accompanied with specimens of Cloth, Leather, etcetera, which the animals furnish; prepared specimens in Natural Philosophy; models of various Educational Establishments in Bristol-board, coloured; section models of Steam-engines; large Anatomical drawings and models; enlarged Geometrical Figures in cut glass; Wall Maps "Constructed under the authority of the Education Department of Ontario"; relief Wall Maps; specimens of Furniture—in fact, everything that could be desired in the equipment of a first-class Educational Establishment. Great praise is due to our neighbours over the northern border for this extensive and costly exhibition, and for the zeal in a great cause which it indicates.

The Wilmington Republican, Delaware, says:—

No one visiting the Exhibition can fail to notice the magnificent display made by the Dominion of Canada. Its Educational Department especially is very attractive, showing conclusively that its Schools are of a high order. Where so much attention is given to Education, the Dominion must eventually take high rank in the scale of Nations. . . .

COMMENTS OF THE CANADIAN PRESS ON THE ONTARIO EXHIBIT AT THE CENTENNIAL EXHIBITION.

The *Toronto Globe* says:—

Meritorious as the Pennsylvania display is, it falls far short of our own in some respects. The exhibition of Apparatus of every kind from Ontario is far ahead of any Exhibit from any other Country, and will almost equal the whole of them together. . . . The principal part of the display in the Canadian Department is made by Ontario, the other Provinces doing very little. The chief feature of the Quebec portion is a collection or models of Educational Institutions on a very small scale, each being surrounded by grounds ornamented with trees like the originals. A characteristic feature in all the exhibits in the Exhibition is the multitude of models intended to illustrate the various kinds of School House Architecture and Furniture now in vogue. One of the best is to be found in the Ontario collection; it is a model of a typical Collegiate Institute. The great majority of the articles on exhibition, including Maps and Apparatus, were made in Toronto. The wall is hung on the right with raised Maps illustrative of Physical Geography, and on the left with ordinary School-room Maps. On one side of the main archway a space has been set apart for specimens of Pupils' work, for a collection of Seals of the English Sovereigns, from William the Conqueror to Victoria, and for Philosophical Apparatus; and on the other side for articles exhibited in connection with the Institute for the Blind, and additional Apparatus. Near the archway is a revolving Stand containing the Photographs of School-houses throughout the Province, and another with pictures of Colleges, Universities, and other Public Buildings devoted to Educational purposes. In front of the Wall there are a number of glass Cases filled with articles for exhibition, including a selection of Library and Prize Books; Apparatus illustrative of Electricity, Thermo-electricity, Galvanism, Light, Heat, Steam, Pneumatics, Hydrostatics, and Hydraulics; Astronomical instruments; a series of models for Object Lessons in Botany, Zoology, Mineralogy, Crystallography, etcetera; educational Reports, Drawing Models, Geometrical instruments, and Chemical apparatus. The work of arrangement has been performed in a skilful manner by Dr. May, and the Ontario Education Court as a whole, as well as in its details, may fairly be regarded as one of the most interesting displays in the whole Building. The amount of attention it receives from the general concourse of people who are travelling up and down the aisles, as well as from those interested in Education on this side, is the best proof of its merits.

The *Toronto Mail* Correspondent says:—

Pennsylvania takes great pride in its Schools, and the exhibition of Models, Maps, etcetera, is most creditable, as are those from the other States. I am happy to say, however, that the Canadian Exhibit in the Educational way takes the shine out of them all.

In walking down the centre Transept, when you come to a certain point, the attention is attracted by nothing so much as by the top of an immense wall of ornamental design, surmounted by a handsome Cornice, and pierced by three openings, or arches. Over the centre arch is the English Coat of Arms, of large size—gilt—the smaller ones being crowned by an emblematic lamp of learning. This wall, or arch, has on the middle inscribed "Education Department, Ontario," beneath the Departmental Coat of Arms. On the left are the Dominion Arms, and on the right those of Ontario, while at each extremity are busts of the Queen and the late Prince Albert. The idea of building this arch was a happy one, and is due to Doctor May. It gives the means of exhibiting an immense quantity of educational appliances. It is completely covered with plain and raised Maps made in Toronto, specimens and illustrations of Botany, Object Lessons and Natural History, Drawing and Writing copies, specimens and illustrations of the Phy-

sical Sciences, Zoology, Astronomy, manufacture and natural productions, Maps and specimens of Writing and Drawing executed by Pupils, the surface being multiplied immensely by hinged frames, screens and other contrivances.

In the front are nine large glass Cases, probably each 500 feet square, surmounted by Busts and Globes, one of which is thirty inches in diameter, made in Toronto. These Cases are full of Scientific Apparatus of the latest and most varied character, a description of which would in itself fill a large volume, and for single specimens of the greater part of which we search in vain throughout the Building. In one are Library and Prize Books for the education of Teachers, Text Books for Public and High Schools, also a Case devoted to the educational appliances for teaching the Deaf and Blind; another for Object Teaching, embracing Ethnology, the various classes of Zoology, Botany, Mineralogy, Geology, and Crystallography; another for the Kindergarten System; others for Optics, Astronomy, Electricity in all its various branches, Chemistry, Magnetism, Galvanism, Anatomical Models, Pneumatics, Mechanics, Hydraulics, Meteorology, Acoustics, etcetera. There are also Stands on which are Models, made to scale, of various Public and Collegiate School Buildings in Ontario; large working models of Stationary and Locomotive engines; School Furniture, comprising Desks, Seats, etcetera. There are rotary Stands seven feet high, each having twenty or thirty hinged Frames, for showing large-sized Photographs and Drawings of School Buildings in Ontario. Not less than ten thousand objects were exposed and rendered easy to examine. This department of the Canadian portion of the Exhibition has been arranged by, and is under the superintendence of, Doctor S. P. May, of the Education Department, Toronto.

The *Mail* correspondent at the Exhibition further writes:—

Sir Charles Reid visited the Education Department, and showed the greatest interest. He remained for two hours. He said after his visit two years ago he expected a good educational Exhibit from Ontario, but that the exhibit transcended all his expectations; and he took particulars of several articles to order for London Schools. So impressed was one of the judges in the section of Instruments of Precision and Research with some of those in the Education Department that he wished to have them made a special exhibit.

Mr. Whiting, an English correspondent at Philadelphia, and a writer of considerable repute, thus expressed himself with regard to the Canadian Department, in conversation with the *Mail's* special:—"Canada astonished me. She makes a great show. In every department she is represented, and well represented, and in the machinery"—be it remembered Mr. Whiting was educated as an engineer—"her display is perfectly wonderful. Her School Exhibit is not only better than that from any State of this Country, but it is the only thing which redeems the British School Exhibit; and I have written this home."

The *Journal d'Instruction Publique* for the Province of Quebec, says:—

In the Canadian department the Educational Exposition of the Province of Ontario, which is not excelled by any other of the same kind, sums up and represents to the eye of the stranger the best part of our System from Vancouver to the Island of Prince Edward; but no one should thence conclude from this exposition of one section of the Country that the other Provinces, Nova Scotia, New Brunswick, and, above all, Quebec, could not make, if they should undertake the work in earnest, an equally interesting educational exposition. The Government at Toronto has put a large sum at the disposal of the Bureau of Public Instruction; that explains all. . . .

We will now show what we would have been able to do had we taken the matter up in earnest. All those who are concerned in the work of Education in this Province well know that our Colleges, our Convents, and our Academies can furnish a collection of Books and Apparatus that is not excelled by any like institutions abroad. The material of our Primary Schools might, perhaps, suffer by comparison; but as a whole even this comparison would not be unfavourable to us.

L'Instruction Publique au Canada on the Ontario School Exhibit, by the Honorable P. J. O. Chauveau, LL.D.:—

Le nouveau Ministre et son Député ont préparé une représentation tres-complète de leur département à l'Exposition de Philadelphie.

Nous avons sous les yeux le catalogue des envois du Département, qui peut donner une excellente idée de matériel d'écoles en usage dans cette Province, ainsi que du musée d'éducation dont nous avons déjà parlé. Les plans de maisons d'école, au point de vue de l'hygiène, et les appareils de gymnastique ont excité l'intérêt des visiteurs. A ce catalogue est joint une petite brochure qui expose très-succinctement le système d'instruction publique, les statistiques, et tous les renseignements sur les institutions d'éducation supérieure, les écoles spéciales, etcetera.—Page 43.

EDUCATIONAL CONVENTION OF THE FOREIGN REPRESENTATIVES OF THE CENTENNIAL EXHIBITION, JULY, 1876.

With a view to concerted action, and as a preliminary proceeding, it was considered desirable to hold a Meeting of the Educational Representatives of the various Countries, which had Exhibits at the Centennial.

This Meeting was convened by the United States' Commissioner of Education, who represented the United States Government, and was the Chief Executive Officer of that Branch of the United States Centennial Exhibition.

The Honourable John Eaton, having taken the Chair of the Conference on the day appointed, he called on the Reverend Doctor Laws of the University of Missouri, to open the Meeting with Prayer.

Commissioner Eaton read the names of the Gentlemen nominated by the Committee on organization to act as Officers. Among the Vice-Presidents was Doctor Hodgins of Ontario.

Commissioner Eaton said that, in the absence of the President, Sir Edmund Barry, he would request Doctor Phelps, President of the National Education Association, to take the Chair.

Doctor Phelps then took the Chair, and said that he wished to congratulate the Conference upon the assembling in this spot of the first International Educational Congress ever convened in this Country. That its deliberations would be fraught with the deepest interest to us as American Educators, and also prove of great benefit to our foreign co-labourers as well as ourselves, he had not the slightest doubt. He said he would call upon Honourable John Eaton, Commissioner of Education, to state the purpose of the Conference.

Commissioner Eaton said that the Educators in the United States have been anxious, since the prospect of this Exhibition was before them, that Education should receive a new impulse; and, while they desired an exhibition as perfect as possible from our own and from foreign Countries, they also desired that the Educators gathered here should have opportunities for free conference, and that out of these conferences should grow results in the way of papers, discussions, collections and suggestions . . .

The first topic which occupied the attention of the Conference was the "Courses of Study, from the Primary School up to the University." It was introduced by Doctor W. T. Harris, then of St. Louis, who read an elaborately prepared Paper on the subject by a Committee which had been appointed to consider the subject.

The President then introduced Doctor Philip da Motta, of the Educational Department of the Empire of Brazil, who gave an interesting account of the Schools in that Empire.

At the evening Session the Chairman called upon Doctor J. George Hodgins, Deputy Minister of Education, Ontario, Canada, to open the discussion.

Doctor Hodgins took occasion, in the first place, to express his gratification at the preparation of the able paper by Doctor Harris. He thought it would aid in the settlement of disputed points in regard to this very question of "courses of study" in the various Schools. "In our experience," he said, "of these matters in Ontario we have had more or less difficulty in endeavouring to settle some of those questions with which this Paper so ably deals. One great obstacle in the settlement of the questions raised in this Paper still remains with us, and is very hard to overcome. I refer to the overlapping of Studies in our Schools. . . . We have given a great deal of attention to the elaboration of the Course of Studies in the Primary or Elementary Schools of our Country. Within the last twenty years we have also given a large share of our attention to the subjects and mode of instruction in the High Schools and Collegiate Institutes formerly called Grammar Schools, *i.e.*, the class of Schools which prepare Students for the University. . . .

"In the first period of the history of our High Schools they were almost wholly supported by legislative aid, and subsequently by the proceeds of Lands set apart for that purpose by George III., to whom we are indebted for the munificent grants of half a million of acres of Lands in the Province which, at the present moment, sustain the University and High Schools of our Country. . . . I suppose he felt tenderly to his new Colony, which was founded by the refugee Royalists, or 'United Empire Loyalists,' as we call them, persons who followed the 'Red-cross Flag' and left this Country at the close of the Revolutionary War and settled in that Country. . . . In 1854 one million acres of Land were set apart by the Legislature, in Upper and Lower Canada, for the establishment and maintenance of Primary Schools in these Provinces. These lands are under the control of the Crown Lands Department, while the course of instruction in each class of Schools is prescribed by the Education Department, under the authority of a Minister of Education. . . ."

In reply to a question, Doctor Hodgins stated that the school age in his Country is from five to sixteen years.

He was also asked to state the difficulty experienced in the Province of Ontario in regard to the overlapping of Studies, which he did, and added that as a rule Persons are not disposed to leave their children in the Primary School long enough to finish the Course, but are anxious to get them into the higher grade of Schools before they are, in many cases, fit for it.

The Chairman stated that the topic for the evening session would be "The Teacher in different Countries, his Preparation, Status, Salary, and Tenure of Office"; and called upon Doctor J. G. Hodgins, of Ontario, Canada, to open the discussion.

Doctor Hodgins said there are two subjects to which the Department of Education in Ontario has given special attention during the last few years, both of which affect the Teacher. The first is the condition and character of the School-house and its Accommodations, and the second is the Teacher himself. In both of these respects very great improvement has taken place within the last five years, especially in the condition and status of the Teacher. . . .

All the Answers received from the Candidates for First Class Certificates are sent up to the Education Department at Toronto, and are there examined by a Central Board appointed by the Government. On the favourable result of that examination the Candidate receives either a First or Second Class Certificate.

NOTE. Further information in regard to the Ontario System of Education was given by Doctor Hodgson. He also explained the Pension System of Teachers.

Other Foreign Representatives having addressed the Meeting the Conference adjourned.

On reassembling next day, the Chairman stated that a desire was expressed that the subject of "the Teacher,—his status, Salary and tenure of office," might be resumed this morning, and he would, therefore, call first upon Doctor Hodgins, of Ontario, Canada.

Doctor Hodgins said that he desired to express to the Representatives of the several United States at this Convention, not only for himself, but in behalf of other foreign Educators present, their grateful thanks for the great courtesy which had been shown to them by the American Educationists gathered at this Exhibition. Our Normal School System of Education was considered to be an important adjunct to our general system, and in 1847 the Legislature made a very liberal Grant for the establishment of the Normal School in Upper Canada. It has been in very successful operation since that time. I shall tell you why it has been so successful; it was felt that no person should leave the Normal School, with its authority to teach, unless he was well equipped for the performance of the duty for which that training was required of him; and that no person was allowed to leave the Institution with a Certificate, testifying to his qualifications as a Teacher, until those qualifications had been tested in a satisfactory manner in a Model School of Practice. The main cause of the success of the Normal School was that no person was allowed to go out from its School of Practice unless he had proved himself by an actual experiment that his qualifications for Teaching had been well Tested.

EXCURSION OF INSPECTORS, TEACHERS AND FRIENDS OF EDUCATION IN ONTARIO TO THE PHILADELPHIA EXHIBITION.

In addition to the many thousands of Canadians who visited the Centennial Exhibition at Philadelphia, it was thought desirable that School Inspectors and Teachers of the Province spend a week there, in order to study the Exhibition as a whole, and those details of it which might be of special interest. The Minister of Education, therefore, endorsed it, so that—

(1) They would be able to inspect the Educational appliances, Apparatus, School Furniture, etcetera, of the various Nations of the world, as represented at the Exhibition."

(2) They could, in addition, examine and compare with our own the results of Public School teaching in the different parts of the United States, as they are exhibited by means of the Answers to Examination Papers written by the Pupils, and also specimens of Drawing, Writing, etcetera. They could also familiarize themselves with the processes by which these results have been obtained.

(3) They would thus have the opportunity of visiting the Public Schools of Philadelphia while in session, and witnessing the modes of grading, disciplining and teaching adopted in them.

(4) They would also have the privilege of attending the meetings of the National Institute for Teachers, and of there meeting and exchanging views with the educational Representatives from different parts of the world.

(5) The whole Exhibition, containing, as it does, specimens of the chief natural and manufactured productions of the world, and showing the highest results yet obtained in many departments of science and art, would form a grand Object Lesson, the effects

of which in developing the minds of Teachers, and through them those of their Pupils, it is impossible to estimate. It would give them a vast amount of practical knowledge, which would greatly aid them in teaching many subjects, especially Commercial Geography and Natural History.

NOTE. The recommendation of the Minister having been approved, the Excursion took place on the 18th of September, under the direction of Doctor May. On the arrival of the excursion in Philadelphia an elaborate programme was prepared which was designed to give the Ontario party the amplest opportunity of seeing everything that would interest them and contribute to their knowledge of the details of the School Systems of the various Countries of the World as represented at the Exhibition.

AWARD OF A GOLD MEDAL FOR THE EXCELLENCE OF THE ONTARIO EDUCATIONAL EXHIBIT AT THE CENTENNIAL EXHIBITION, PHILADELPHIA, 1876.

The undersigned, having examined the Exhibit herein described, respectfully recommends the same to the United States Centennial Commission, for a very extensive and attractive Collection, illustrative of the growth and extent of the Educational System of Ontario, including a great variety of Apparatus, Maps, Charts, Models of School-houses, Photographs of School Buildings, and Reports.

C. JUHLIN DANNFELT, *Judge.*

Award Approved: J. A. JOHNSON, E. OLDENDORFF, T. E. SICKLES, T. W. TALLMADGE, *Group Judges.*

AWARD OF A GOLD MEDAL BY THE BRITISH JUDGES.

The third Award was that of a Gold Medal, which was made by a Committee of British Judges, appointed by the Ontario Commission to examine and report upon the various Canadian collections.

EDUCATION DEPARTMENT AND THE JAPANESE COMMISSION.

In addition to these satisfactory official testimonies as to the great excellence and practical value of the Ontario Educational Exhibit, it was gratifying to know that in acknowledgement of "many courtesies received by the Vice-Minister of Education, Empire of Japan, and the Japanese Commissioners, from the Officers of the Education Department of Ontario," the Commissioners have presented to the Museum of the Education Department a very handsome "pair of bronze Flower Vases, valued at \$480, American currency."

The Honourable Fugimaro Tanaka, Vice-Minister of Education, also presented the Department with an interesting collection of Object Lessons and School Text Books.

A large exchange of School Material on exhibition at Philadelphia was effected between the Education Departments of Ontario and Japan. The Imperial Museum of Japan and the Government Commissioners from Victoria and New South Wales also purchased a large variety of objects of interest from the Ontario collection.

THE ONTARIO EDUCATIONAL COMMISSIONER'S DETAILED REPORTS TO THE MINISTER
OF EDUCATION ON THE VARIOUS NATIONAL EXHIBITS AT THE PHILADELPHIA
EXHIBITION OF 1876.

While acting as the Ontario Educational Commissioner at Philadelphia, to which I was appointed in 1876, I was instructed by the Minister of Education to report from time to time on the various National Educational Exhibits at the Centennial Exhibition. I, therefore, in my visits to them, took full and special notes, so as to report the results of my observations to the Minister. I also had a desire to contrast each of these Exhibits with the Ontario one which I had selected, and which had been sent to the Exhibition from this Province, and to note the difference, so that we might profit by the experience which would be thus gained by such a comparison.

The result of this special inquiry and observation I reported to the Minister of Education, with a view to finally embody it in a fuller Report to him on the subject, together with the opinions of the more noted Educationists of Philadelphia on the character and results of the Exhibition itself.

EDUCATIONAL LESSONS TO BE DERIVED FROM THE CENTENNIAL EXHIBITION.

In my reports to the Minister of Education, I have sought to bring out, grouped together, as many striking facts as possible, connected with the condition and progress of Education in the various Countries represented at the Centennial. I have endeavoured to illustrate them by an account of the Educational Exhibits themselves, or by a brief reference to the educational progress of the various Countries which I have given, or by both together. The perusal of this information, and a knowledge of the facts themselves will, I have no doubt, suggest to the thoughtful Reader many valuable lessons applicable to our educational condition. I have also ventured to point out some of these lessons to be derived from the facts narrated so far as our Country is concerned. But I have thought it desirable before doing so to avail ourselves first of the calm judgment and practical wisdom of our neighbours in drawing similar lessons of wisdom and experience for themselves from the educational teachings of the Exhibition and its more striking features. This I felt to be the more desirable from the fact that a great similarity in many respects exists in the educational condition of our Country and that of some of the United States. With this view, I have selected the remarks on this subject of three, or four, of the leading American Educationists, whose clear views and comprehensive grasp of mind on the subject seemed to me to peculiarly fit them for this duty. Another advantage occurred to me which we might derive from a knowledge of the views of these gentlemen on this subject, and that was that they embraced a survey of European system and methods from a Canadian and United States' standpoint. Further, that the educational contrasts which they instituted, and the defects which they pointed out in their own systems and methods, as compared with those of others, would convey to us a double lesson, illustrated as it would be by them, from European and American examples and experience.

With a view, however, to impress these practical and important lessons upon our people, I was requested to embody them in the form of a Popular Lecture, and deliver it in various Provincial centres of population. This I did, and was greatly gratified to find that this popular mode of interesting our people in the practical

lessons to be derived from the large and important display of Educational Exhibits at Philadelphia was much preferred to a more formal mode of presenting the same facts to the public.

NOTE. After having been in Philadelphia as Education Commissioner for Ontario, and having seen that everything relating to our Exhibit there had been satisfactorily arranged, I returned to Toronto, and wrote the following Note to Doctor Ryerson, who, after his retirement as Chief Superintendent of Education, had gone to England to pursue his studies for his proposed Book on the United Empire Loyalists. In his reply, he said:—

I have this day received your most kind and gratifying Letter of the 3rd instant. I cannot sufficiently express my gratitude, with you, to our Heavenly Father for His abounding care and goodness in connection with the Education Department, in not only prospering us in our work and in sustaining us against attacks, but in now causing us to be vindicated in our policy by men whom it was expected would condemn us, and undo all that we had done.

It is also a singular and a grateful fact that the Centennial Exhibition at Philadelphia should afford us, at this juncture, (the year of my retiring from office), the best of all possible opportunities to exhibit the fruits, (at least in miniature), of our past policy and labours. To you, with myself, equally belongs the credit, as I am sure the pleasure and gratitude of these signal displays of the Divine Goodness to us.*

I experienced a great pleasure that I cannot express in my visit to your Uncle and Aunt in Dublin, and nothing could exceed their kindness. . . .

I was at the Houses of Lords and Commons a part of one afternoon and evening with my Daughter, Mrs. Edward Harris. Sir Stafford Northcote, hearing that I was there, came to me under the Speaker's Gallery, and conversed with me nearly half an hour. Other Members also spoke to me (about our School System). Earl Grey recognized me in the Street and stopped and conversed with me. I go to the Wesleyan Conference at Nottingham shortly, to which I am accredited as Representative from Canada.

LONDON, July 17th, 1876.

EGERTON RYERSON.

NOTE. Soon after the receipt of this Letter, I wrote to Doctor Ryerson again the following Letter:—

I have only just returned from the Philadelphia Exhibition after a six weeks' absence. I received your very welcome Letter of the 17th of July. The Exhibition is well worth a visit. Our portion of it looks right well, and all are proud of it.

Things go on very quietly in the Office; some modifications will be made in the School Law, but of what nature I do not yet know. I saw the Reverend Doctor Ormiston in New York, and he told me how rejoiced he was at your pleasant retirement on full salary. He was very hearty indeed about the matter. So also was my uncle, Doctor Murray, whom I saw in Canandaigua lately. He and Doctor Ormiston sent their affectionate regards and kind wishes. Sincerely trusting that your health will be graciously preserved while you are away.

TORONTO, 21st August, 1876.

J. GEORGE HODGINS.

SPECIAL NOTE. After his retirement as Chief Superintendent of Education of Ontario, Doctor Ryerson received many very kind and complimentary personal

*Doctor Ryerson here refers to the great success which has attended the setting up of our Educational Exhibit and the very favourable opinion expressed in regard to it, as detailed in the records which he had received.

letters in regard to his long and most successful administration of the Education Department of Ontario. These I do not insert here. The references in the Canadian Press to Doctor Ryerson's retirement can be seen in the Twenty-Seventh Volume of the "Documentary History of Education in Upper Canada."

GENERAL REPORT OF THE ONTARIO EDUCATIONAL COMMISSIONER TO THE MINISTER OF EDUCATION ON THE VARIOUS NATIONAL EDUCATIONAL EXHIBITS AT THE CENTENNIAL EXHIBITION OF PHILADELPHIA IN 1876.

On my return from the Centennial Exhibition at Philadelphia, the Minister of Education thought that, with a view to a permanent record of that Exhibition, and the satisfactory part which he felt that this Province had taken in it, the various detailed Reports on the subject, which I had sent to him from time to time, should be condensed into a general and somewhat elaborate Report, so as to give a connected view of the success of the Exhibition as a whole. The result was that I prepared a general Report, and it was printed in a volume of 306 pages in 1877, and was illustrated with twenty full page pictures of various features of the Exhibition and its surroundings.*

This Report was sent to the various State Superintendents of Education and prominent Educationists in the United States. It was also sent to various periodicals in the United States and Canada. I have selected a few of the many references to the Report and its contents by Editors in both Countries.

From the *North American Review*:—

The Province of Ontario, in Canada, has given us an example of energy in its educational department which deserves the warmest commendation. Doctor Hodgins, the Deputy Minister of Education, who represented the Province as Commissioner at the International Exhibition at Philadelphia, in his official capacity has furnished a most elaborate Report, not merely on the Ontario Exhibit, but on the Educational Features of the Exhibition generally, which is full of the most useful and valuable information. The Report is addressed to the Honourable Adam Crooks, the indefatigable and able Minister of Education for Ontario, and that Gentleman has exercised a wise discretion in having it published for general circulation. As a work of reference on the present state of education throughout the world this Report is of great value outside of the Province of which it especially treats. It contains not merely an account of the present state of education in the more important Countries, but includes statistics illustrating the condition of Countries which had no exhibit at Philadelphia. Altogether the reader is furnished with the educational data of nearly eighty Countries, and the details which Doctor Hodgins has collected in regard to some of them are full of novelty and interest. Twelve pages are devoted to a consideration of the past and present system of education in Japan, which offer a striking testimony to the progressive tendencies of that newly-opened Empire. The information in regard to the Systems of Education now in operation in Russia, Egypt, Chili and other little known Countries will doubtless be new to our readers, and will enable them to contrast the intellectual condition of races whose civilization is still only partially developed with those who are supposed to have reached the most advanced stage. It will be found that the percentage of those receiving educa-

*So pleased was the Minister of Education with the result of the compilation of this General Report that he proposed in the Estimates which he had prepared as Finance Minister, that I should receive a grant of five hundred dollars for my services as Commissioner in preparing that Report. He showed me the item in his printed estimates of the year, but it was struck out of the Estimates by Mr Mowat, so that I never received it, or any compensation for my extra services in compiling that Report.

tion in some of these Countries is higher than the position usually conceded to them in the scale of civilization might have led us to expect. In addition to the comprehensive view of National Education contained in this Report, Doctor Hodgins has inserted some valuable Papers on special subjects, some of which deal with the educational policy pursued in various European States, and concludes with a popular sketch of the whole Exhibition, in which the progressive position occupied by education as a "group," or "section," at the various international Exhibitions which have been hitherto held is noted. Not the least valuable part of the Report is the summary of practical lessons as applied to Canada, which Doctor Hodgins draws from the Educational Exhibits of other Countries.

The School Journal, Edited by the Honourable J. P. Wickersham, State Superintendent of Education for Pennsylvania:—

The first formal Report on Education at the Centennial Exposition to come into our hands is that of the Province of Ontario, Canada. It has been prepared by the Deputy Minister of Public Education, J. George Hodgins, LL.D. The Report contains Three hundred and six pages, and includes a large number of engravings illustrative of the subjects presented. The whole is another evidence of the deep interest taken by our northern kinsmen and neighbours in the subject of education, and the intelligent direction to whom the trust of its management among them is confided.

The friends of popular education in the United States, and especially the friends of popular education in Pennsylvania, have not forgotten the fine Exhibit of her system and appliances of education made by Ontario at Philadelphia. In some respects it had no equal on the ground. Those who would expect from the same hands that prepared this Exhibit a Report equally indicative of enlightened views and a progressive spirit, will not be disappointed. Our regret is that copies cannot be had in sufficient numbers to place one in the hands of every School Officer and leading Teacher in this State. Much of it is as well calculated for usefulness here as in Ontario.

The plan of the Report is comprehensive. It contains an account of the Ontario Exhibit and System of Education, together with accounts of the Exhibits and Systems of Education of the most important Countries in the world, with illustrative statistics of late date. These are accompanied with a series of valuable papers discussing education in its various features and from different standpoints, as represented at the Exposition. The Report, as a whole, is catholic in its spirit, discriminative and just. It claims for Ontario no credit that would not at once be accorded by all those who know what she did at Philadelphia, and how well she did it.

Pennsylvania, at least, has no reason to complain of the position she has made to occupy in this Report. In that part of the Report which treats of the "Educational Exhibits of various States and Countries," Doctor Hodgins states that he considers them in the order, as it appeared to him, "of the comparative merit of their respective educational Exhibits." At the head of the list he places the State of Pennsylvania, and then follows, in the order named, Sweden, Russia, Switzerland, Belgium, Japan, United States Bureau of Education, France, the State of Massachusetts, the State of Ohio, the State of New Jersey, the Netherlands, Connecticut, Rhode Island, New Hampshire, Maine, Illinois, Indiana, Michigan, Wisconsin, Brazil, Norway. He adds: "The Educational Exhibit made by the State of Pennsylvania was by far the most extensive and systematically arranged of all the School Exhibits at Philadelphia." This is according us high honour, but we fear that if Ontario appeared in the list we might be compelled to be content with a lower position.

From *The Canadian Magazine*:—

. . . The elaborate and admirable Report of Doctor Hodgins commends itself to public attention. It professes to be a Special Report on the Ontario Exhibit, and in

that character it is a valuable record of the efforts of a British Province which, in the excellence and magnitude of its display in this regard, took the foremost rank amongst the nations. The Report quotes the opinions of distinguished visitors and the press of the United States and the Dominion on the character of the Ontario Exhibit,—all of which bear undoubted and gratifying testimony to its excellence and superiority. It is, however, not alone as a record of our provincial success in this department that the Report is interesting. . . . Doctor, Hodgins, under the unpretending title of a Special Report on the efforts of a British Province, has, with great labour and judgment, prepared a comprehensive digest of all the educational features and statistics connected with the International Exhibition. Each Country has its specialties and excellencies specially described. It is in this view that we attach so much importance to this Report. It is an abstract of the educational history and condition of the world. Whatever was done by the States of the Republic, by Nations or by eminent Institutions to swell the magnitude and strengthen the educational value of the display has been preserved and presented with great clearness and beauty in the Report. But, in addition to this valuable record of what has now passed away, Doctor Hodgins has added valuable extracts of the Educational Systems of the civilized world, including methods of organization, programmes of Studies, Regulations for the training and instruction of Teachers, and their qualifications and compensation, with such ample statistics and deduction on the merits of various Educational Systems which only a Writer of long experience in this special field and great judgment could supply. When we state that not only is the most ample information on the Educational Systems of every part of this continent to be found in the Report; but that Doctor Hodgins has added equally full details of the educational condition of all the States of Europe, of South America, of Australia, of China and of Japan, we are doing but slight justice to a work of solid and permanent value. The Report does not simply commend itself to the people of Ontario as an interesting record of their present educational standing, and of their admirable Exhibit at Philadelphia, but it presents a mass of such valuable and rare information on educational legislation and results as cannot fail to make it a most necessary book of reference to all who need facts and instruction in the important subjects on which it treats. . . .

RETIREMENT OF THE REVEREND DOCTOR RYERSON AS CHIEF SUPERINTENDENT OF EDUCATION FOR ONTARIO. 1876.

CORRESPONDENCE WITH ATTORNEY-GENERAL MOWAT BY THE CHIEF SUPERINTENDENT OF EDUCATION, IN REGARD TO HIS RETIRING ALLOWANCE.

The Reverend Doctor Ryerson having decided to retire from being Chief Superintendent of Education, the following correspondence took place between him and Attorney-General Mowat. I have condensed the letters and omitted personalities. The whole correspondence is printed in the Documentary History of this year, pages 229-233.

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I observe by this morning's Newspapers that, in the House of Assembly last night, a retiring allowance of full Salary was voted to me for the year 1876, but that you stated that my retiring allowance for the future would be determined at the next Session of the Legislature.

I must say with pain that I think this is not keeping faith with me on your part. You know that I told you last year that I could not pay my debts if my allowance were to be diminished. That I had expended all I had received from the Country in various

contributions to objects of benevolence, not having furnished my house adequately in the estimation of my friends, and lived plainly, if not poorly, and that if I could not retire with undiminished means of support I must continue in office as long as I could work. I proposed one or two methods to you—either to retire with a full Salary, or with one year's Salary, for long services, and a yearly allowance equal to that of a retired Judge. When we met on the first day of June you told me that you and your Colleagues had decided to recommend a retiring allowance of full Salary to me. On that I depended; and on the faith of that I have acted up to the present time. But to my surprise and regret I learn, by this morning's Newspapers, that you have recommended that allowance for this year only . . . exposing me, in the meantime, as a target for the arrows of every hostile Writer, in order to depreciate any future allowance to me as much as possible.

I am sure you would not like to be placed in such a position, much less at my age, after what I have made and saved to the Country, and after what you had given me reason to expect. . . .

It is painful to me, and still more so to my Wife, to be reduced to absolute uncertainty for the future, after I have relied upon your assurance, and deprived myself of a certainty as to other means of support and labour.

You are also aware, that although proposing to relinquish the charge of the Department, I have assured both you and Mr. Crooks that I would at all times be ready to aid the Government to the utmost of my power, and to render any educational service that might be desired of me.

TORONTO, February 2nd, 1876.

EGERTON RYERSON.

ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Having received your Letter while occupied with the business of the Legislative Chamber yesterday. . . . It has filled me with astonishment, and I delayed replying to it until to-day. . . .

Having a friendly feeling towards you, which a Letter like that before me makes it difficult to preserve, and being anxious as far as possible to meet your wishes and secure the comfort of your remaining years, I always listened with attention and interest to your arguments on the subject; but I never imagined that from anything which passed you were going to infer, or assert, an "agreement" that you should have the pension of £1,000. One of your Letters, (of the 10th of December, 1872), only asks for £750; and I have often spoken to you about the difficulty of your pension being a greater proportion of your Salary than a Judge's pension is of his Salary. Personally, my feeling was not adverse to your having as high a pension as I should find our friends in the House willing to vote. . . .

TORONTO, February 11th, 1876.

OLIVER MOWAT.

THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I need not say that I have read and pondered your Letter with surprise and regret,—surprise at its contents, and regret for its tone and spirit. I cannot but deeply regret to lose the friendship of any man, especially a man of your character and position; but I will not sacrifice what I believe to be both true and just to court the smiles, or retain the friendship, of any man. . . .

You use the word "pension" three times in your Letter,—a word that I never used in conversation or Letter to you, nor in any previous Letter written by you to me. This change of phraseology is significant, and seems in harmony with the change of feeling evinced in your Letter.

You deny that you ever said to me that you had consulted your Colleagues on the subject of my retiring allowance. Perhaps you are correct. Such was, and such is, my impression; but I defer to your positive assertion. This, however, I can say, that you used the plural pronoun "We," which I could not suppose you used royally, to include only yourself, but that by "We" you included, according to my understanding your Colleagues; and I could not suppose you would include them without having conferred with them. . . .

But your Letter imports that you meant "full Salary" for only one year. But did you make any such limitations in what you said to me? Did you use the words "one year" at all? You know that all my Communications with you on the subject, whether verbal or by Letter, related to future years, not to one year only, and related to my old age, and not to one year of it; and when you said in relation to my proposal that you had decided to propose that I should retire on full Salary, no other construction could be fairly put upon your words, nor could I have rationally understood you otherwise than to mean, that my Salary, on retirement, should be the same as it had been before my retirement, and not for one year, but during the period of my retirement, as it had been during my period of office. . . .

In your Letter you profess to have entertained so friendly feelings towards me as to have been anxious, as far as possible, to meet my wishes and to secure the comfort of my remaining years. I do not question the sincerity of your profession; but your standard of judging of the comfort of my remaining years and how to secure it seems extraordinary when you would continue to me means of support for one year, and then leave me to absolute uncertainty thereafter.

I cannot but observe . . . that you increase your own Salary from \$4,000 to \$5,500, your Sessional Allowance from \$600 to \$800 a Session—making in all \$6,300 a year, and still retaining your private law practice. But I trust I may be permitted, without unreasonable presumption, to think that my thirty-two years' labour and its fruits have been, and will be from year to year, of not less value to the Country than your short past and possible future services as a Party Leader, and may, therefore, be as much entitled to a continued allowance of \$4,000 a year in my old age, as you are to \$6,300 a year, irrespective of your private professional practice.

On December the 7th, 1868, I tendered my resignation unconditionally, leaving my case to the consideration of the Legislature, in view of the nature and length of my past Public Services. Since then the Leader of the late Administration, (the Honourable J. Sandfield Macdonald), and others have expressed their opinion that I ought to be allowed to retire without diminution of Salary; and I have been consulted as to the bringing of the matter under the consideration of the Legislative Assembly, but I have declined to consent to any steps being taken in the matter until both parties should be disposed to consult and agree as to what should be done, as I would not consent to anything being done which should not be agreed upon by leading men of both parties in the Legislative Assembly.

Then, after having stated my circumstances and claims against me, I proceeded as follows:—

" . . . I can show, beyond a doubt, that apart from my long work in the Department, I have caused a saving to the country of more than One hundred thousand dollars, and the diffusion of a large amount of useful literature, besides the commencement and development of certain branches of domestic manufacture, accompanied by an unprecedented extension of the Book Trade. I do not desire to retire from my present post of duty to be released from work; but I wish to pursue work of another kind. . . ."

Such were the conditions on which I proposed to retire from office in 1872; and such are the conditions I have proposed to you, with the additional alternative, if you preferred, of my retiring on full Salary, as the late Honourable J. Sandfield Macdonald proposed, and as the Honourable M. C. Cameron cordially advocated in his Speech on the Education Department Bill, although he did not agree with my recommendation of

that measure. After such a spontaneous expression of sentiment and feeling on the part of the Honourable Mr. Cameron, and so cordially responded to on the part of Members of the House, I did hope that you would have followed the example of the late Honourable Robert Baldwin, in 1850, when, by previous understanding, a Member of his Government moved the second reading of the School Bill, (the Charter of our School System), the Leader of the Opposition, (Sir Allan Macnab), seconded it, thus showing to the Parliament and the Country that in the great question of Education there was to be but one party,—all parties and all party feeling cemented into oneness. I had hoped that as such a feeling, and such an example, had inaugurated the great measure which commenced our present School System, something of the same kind might attend my retirement from the mission with which I was in 1850 fully invested, and which, I believe, I have fulfilled in devising and developing our System of Public Instruction. . . .

You say there was no "agreement" between you and me. In a technical or purely legal sense, it is true, there was no "agreement"; but, to my own mind, there was as clear an understanding between you and me, after what you said to me the first week in June, as I ever had with any gentleman in my life. . . . I have regarded such an understanding among Christian and honourable men as binding as an agreement, signed and sealed, in the presence of witnesses. . . .

Sir, if I have used any word in my Letter offensive, or discourteous, I regret it, recall it, apologize for it. I wrote my Letter under painful feelings, caused by the uncertainty of my retiring allowance in the future. . . .

You intimate that I am ungrateful; but, even at the expense of being charged with ingratitude, I cannot thank you for a favour when I think I have not received justice.

TORONTO, February 15th, 1876.

EGERTON RYERSON.

NOTE. As the Honourable Adam Crooks had been named as the new Minister of Education, Doctor Ryerson had many interviews with him in regard to his new duties.

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE SECRETARY OF THE PROVINCE.

An Act having passed the Legislative Assembly, assented to yesterday by the Lieutenant-Governor, placing the Education Department under the charge of a Minister of Education, with a seat in the Executive Council and in the Legislature, I hereby resign into the hands of His Honour my office of Chief Superintendent of Education, and will hand over to my Successor, at the early convenience of the Government, the Department of which I have had charge since September, 1844.

I have earnestly recommended the measure by which my connection with the Education Department terminates, and, in accordance with my often expressed wishes, I retire, at the age of more than three score years and ten, from a work in which my mind and head and strength have been engaged for more than thirty years.

Having myself suggested the name of my Successor, as well as the Measure by which he assumes my functions, I confidently believe that the administration of the School System will not be less, but more, efficient than it has been, and that the School System itself will acquire greater stability and success under the administration of a responsible Minister of the Crown than it could have otherwise done.

TORONTO, February 11th, 1876.

EGERTON RYERSON.

NOTE. On the 15th of February, Doctor Ryerson met Mr. Crooks by appointment at the Education Office, with a view to introduce him to the various Officers in the Department.

On the 19th of February, 1876, there appeared in the official *Ontario Gazette*, the following notice:—

His Honour the Lieutenant-Governor has been pleased to make the following appointment:—

The Honourable Adam Crooks, a Member of the Executive Council of the Province of Ontario and Treasurer thereof, to be Minister of Education in and for the Province of Ontario.

NOTE. This notice having appeared in the official *Gazette*, on the 19th of February, Doctor Ryerson went to the Education Department on the Monday following, to take a final leave of the Officials in the Department. It was indeed a memorable day for them. As he shook hands with each and bade them farewell, he and they were deeply moved. He could not, however, bring himself to utter a word to me at our official parting, but as soon as he reached home he wrote me the following loving note:—

171 VICTORIA STREET, TORONTO,
Monday Evening, February 21st, 1876.

MY DEAR HODGINS,—I felt too deeply to-day, when parting with you in the Office, to be able to say a word. I was quite overcome with the thought of severing our official connection, which has existed between us for thirty-two years, during the whole of which time, without interruption, we have laboured as one mind and heart in two bodies, and I believe with a single eye to promote the best interests of our Country, irrespective of religious sect or political party,—to devise, develop and mature a System of Instruction which embraces and provides for every child in the land a good education; good Teachers to teach; good Inspectors to oversee the Schools; good Maps, Globes and Text Books; good Books to read; and every provision whereby Municipal Councils and Trustees can provide suitable accommodation, Teachers and facilities for imparting education and knowledge to the rising generation of the land.

While I devoted the year 1845 to visiting educating Countries and investigating their system of instruction, in order to devise one for our Country, you devoted the same time in Dublin to mastering, under the special auspices of the Board of Education there, the several different branches of their Education Office, in administering the System of National Education in Ireland, so that, in the details of our Education Office here, as well as in our general School System, we have been enabled to build up the most extensive establishment in the Country, leaving nothing, as far as I know, to be devised in the completeness of its arrangements, and in the good character and efficiency of its Officers. Whatever credit, or satisfaction, may attach to the accomplishment of this work, I feel that you are entitled to share equally with myself. Although I know that you have been opposed to the change, yet could I have believed that I might have been of any service to you, or to others with whom I have laboured so cordially, or that I could have advanced the School System, I would not have voluntarily retired from office,* but all circumstances considered, and entering within a few days upon my 74th year, I have felt that this was the time for me to commit to other hands the reins of the government of the Public School System, and labour during the last hours of my day and life in a more retired sphere.

But my heart is, and ever will be, with you in its sympathies and prayers, and neither you nor yours will more truly rejoice in your success and happiness than

Your old life-long Friend and Fellow-labourer,

EGERTON RYERSON.

J. GEORGE HODGINS, Esq., LL.D.

*This remark evidently refers to the oft expression of my dissent from Doctor Ryerson's views in regard to the important change which he had proposed to the Government for the future administration of the Education Department. It was one of the very few subjects on which I had occasion to differ from the views of my venerable friend.

To this touching Letter of official farewell, I replied as follows:—

To the Reverend Egerton Ryerson, D.D., LL.D.

Your kind and touching Letter of yesterday, (received this morning), has been like balm to my wounded heart. I could not yesterday bid you even an official farewell, and I hope never to do so. Your whole official life is so intertwined in my thoughts, feelings and affection that I cannot even separate them from you, and I cannot bear the thought of doing so. It will always be the crowning joy of my life that, in the good providence of God, I have been permitted to be associated with you in the great work of your maturer life. The tribute which your generous nature has prompted you to pay me at this painful parting from you will long be cherished by me and my Boys with affectionate love and reverence for the Writer. They, indeed, this morning felt proud that I had received such a warm-hearted, loving Letter from you.

I can say no more. My heart is too full. I above all shall ever miss you, daily, hourly and always. I cannot realize that our work together is now forever ended in this Office, and that you will only come as a Visitor, but always a most welcome Visitor. When I look back, I reproach myself for many failures. I can only crave your forgiveness for them.

Mrs. Hodgins feels all the pain that I do at this parting from you. You were her first and ever true and loving Friend and father when she came to Canada, and she keenly feels the loss which I have sustained.

We both and our Boys unite in earnest prayer that the same ever loving, watchful Providence, which has so wonderfully sustained you hitherto in all your trials and conflicts, will long permit you to enjoy the ever comforting sunshine of His presence. And that, with Mrs. Ryerson, the closing years of your life may be peaceful and happy, until the time shall come when the final parting in this life shall take place,—to be succeeded by the joyful reunion in His presence, where there is fulness of joy, and at His right hand, where there are pleasures for evermore.

TORONTO, February 22nd, 1876.

J. GEORGE HODGINS.

SEMI-OFFICIAL PERSONAL CORRESPONDENCE OF THE REVEREND DOCTOR RYERSON, AFTER HIS RETIREMENT FROM OFFICE IN 1876.

Soon after the Reverend Doctor Ryerson Retired from Office he left Canada for England so as to obtain material there for his projected History of the United Empire Loyalists. He had requested me to write to him while there, so as to keep him in touch with Canadian affairs. On referring in one of his Letters to the length of time I had been his Assistant in the Education Office, he said:—

Had we been enabled to work together, as in former years, we should have done great things for our Country, and I could have died in the harness with you. But it was not to be so. . . . I have no doubt it will be seen that the hand of God is in this, as it has been in all our work together for more than thirty years.

Your ever affectionate friend,

LONDON, December 12th, 1876.

EGERTON RYERSON.

NOTE. Having, in one of my letters to Doctor Ryerson, stated that Mr. Crooks often expressed regret that, in some cases he had to deal with, he had not the ex-

perienched Chief Superintendent to refer to, Doctor Ryerson wrote a strong Letter of encouragement to the new Minister. Mr. Crooks was greatly pleased to receive this Letter, and, in response, wrote to Doctor Ryerson as follows:—

I have to thank you very much for your kind Letter of the 16th ultimo, and for your expressions of sympathy and friendship. I was never before in my whole career so oppressed with weighty responsibility than when the duty was cast on me of endeavouring to fill the position of Minister of Education, and there have been times since when I felt that I would be unable to cope with the difficulties which seemed to surround me. The more experience I gained the more I understood how securely you had laid the foundation of our System, and built upon it from time to time until it preserved the essential characteristic of a natural one. I have spoken of your labours, as having resulted in our now being able with pride to point to our Public Schools, managed and supported by the people in their several localities and free to all, as affording a satisfactory Elementary Education to every child in the Province, while in our High Schools we possess the means for Secondary Education beyond those in any of the States of the Union and even in Scotland.

We were fortunate in understanding the different points and in having almost to our hand the means of making our educational Exhibit in Philadelphia a success. From the opening week of the Exhibition until its close there was but one opinion expressed by strangers and our own people, that we had best understood the idea, and practically carried it out, of an Educational Exhibition. Amongst the many, the Honourable the Premier of Quebec, and Lieutenant-Governor Tilley, of New Brunswick, expressed to me their gratification for what our Department had done for Canada. . . .

I have had all the financial operations of the Depository put into the shape of a Report since the examination of its affairs by Mr. Brown, the Accountant. The Members will readily understand from this how careful and advantageous to the Schools the Depository management has been. I have everything one can desire in Doctor Hodgins, Mr. Marling, Doctor May and the Officials of the Department, and I am sure nothing but the greatest cordiality will continue to prevail. . . . In fact, you have conquered all the difficult questions in which Legislation is necessary. I intend, amongst other amendments, to facilitate the formation of Township School Trustee Boards, by leaving it to a majority of the School Sections both to "form" the Board, or to "return" to the Section System. The public sentiment is growing in favour of the views on this subject which I find in your Report were so ably urged by yourself. . . .

Sincerely yours,

TORONTO, December 11th, 1876.

ADAM CROOKS.

NOTE. In addition to a letter of acknowledgement to Mr. Crooks, Doctor Ryerson wrote to me the following Letter:—

I yesterday, (Christmas Day), received from Mr. Crooks a Letter, containing everything that could gratify my feelings and fill me with humble gratitude to God for His goodness and the success of the past, my work having passed through the crucible of the severe inquiry, and is pronounced good in every respect.

In the course of his Letter he says, "I have everything one can desire in Doctor Hodgins, Mr. Marling, Doctor May and the Officials of the Department."

Wishing you all the richest blessings of the New Year, I remain, as ever, Yours most affectionately,

TORONTO, 26th December, 1876.

EGERTON RYERSON

SPECIAL REPORT OF THE MINISTER OF EDUCATION TO THE LIEUTENANT-GOVERNOR
ON THE OPERATIONS OF THE DEPOSITORY BRANCH OF THE EDUCATION
DEPARTMENT OF ONTARIO, FROM 1850 TO 1875, INCLUSIVE.

NOTE. The Minister of Education having appointed Mr. James Brown, formerly a Banker, and an experienced Accountant, to make a thorough investigation into the accounts and management of the Educational Depository from 1850 to 1875, Mr. Brown presented to the Minister a series of forty-two Statements, with appendices, covering the whole of the financial operations of the Depository for the years mentioned. These Statements the Minister embodied in the following extracts from the Report of the Lieutenant-Governor on the subject:—

I beg to transmit for your information and that of the Legislative Assembly the accompanying Special Report on the Accounts and Business Operations of the Depository Branch of the Education Department, from the year 1850 to the year 1875, inclusive.

The Financial Operations of the Depository during this period of twenty-six years comprise the following results, videlicet:—

1. Total Legislative Grants expended by the Depository for Books, Maps, Apparatus, Freight, Salaries, and all other Expenses, of the Depository from 1850 to 1875, inclusive..	\$811,523 72
2. Total value of Books, Maps and Apparatus despatched from the Depository, from 1850 to 1875, inclusive	803,067 86
Difference	<u>\$8,455 86</u>
3. Net value of Stock in the Depository on the 1st of January, 1876, at cost valuation	\$79,509 41
4. Net profit therefore made by the Depository, after paying all of its Expenses, including Salaries and contingencies.....	\$70,053 55
5. The value of Books, Maps, etcetera, despatched from the Depository during the year 1875	\$62,169 00

NOTE.—Thus showing that, after paying all the expenses of the Educational Depository, it netted, as a profit to the Province, the large sum of over \$70,000.

On assuming charge of the Education Department in March, 1876, I deemed it advisable that a Person unconnected with the Department, conversant with Accounts and Business of this nature, should be employed to enquire into and investigate the Financial Operations and Management of the Depository since its establishment in 1850. . .

The Report, Schedule and Appendices will show that the working and Financial management of the Depository Branch of the Department have been satisfactorily conducted by the late Chief Superintendent and his Deputy, Doctor Hodgins, with whom, during this whole period, rested the personal oversight of all its transactions.

TORONTO, 12th December, 1876.

ADAM CROOKS, *Minister of Education.*

MR. JAMES BROWN'S REPORT TO THE MINISTER OF EDUCATION ON THE EDUCATIONAL DEPOSITORY.

I have the honour to report that, in accordance with your instructions of the 22nd of March, now last past, I have undertaken an examination of the Accounts and Business Operations of the Depository Branch of the Education Department, with the view of furnishing you with full information on the various questions connected therewith. For this purpose I have examined all Books, Accounts and Papers necessary for obtaining complete information, and my work has been aided by the willing co-operation of Doctor Hodgins, Mr. Marling and other Officers of the Department. I have thus been enabled to investigate with facility a large amount of work, involving the operations of the Depository from its origin in 1850, through twenty-five years of constantly increasing business, down to the end of the year 1875, and I am now enabled to present in the following Statement the actual results of these operations.

In conformity with your instructions I have confined my investigation of the years from 1850 to 1867, inclusive, to the general statistics of the Depository, as the details of those years have already been presented to a Special Committee of the Legislative Assembly during the Session of 1868-69, as will appear in their Report, dated the 1st day of February, 1869. My statements, numbers one and two, refer to the operations of this period.

My examination for the subsequent period, beginning on the 1st day of January, 1868, and ending on the 31st day of December, 1875, involved a detailed and thorough enquiry year by year, and a comparison of the operations of each year with the Public Accounts of the Province in the Treasury Department. . . .

I can testify to the correctness of the Accounts, and the accurate system upon which they are kept. I was thus enabled to examine the intricate accounts during the period of seventeen years, and ascertain this result with the greatest ease. . . .

Statements with the even numbers of Fourteen to Twenty-eight show the current Cash Accounts of each year between the Education Department proper and the Depository Branch. . . .

In considering these statements, it will be understood that . . . Under the Regulations, every dollar received by the Department is considered as Public Revenue, and deposited daily to the credit of the Treasury Department. . . .

TORONTO, 12th December, 1876.

JAMES BROWN.

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